

# School Datebooks



**K-12**

## **REFERENCE PAGES**

**5.5" X 8.5"**



<b>ACTION LINE</b>	<b>PAGE 02</b>
<b>CATHOLIC EDUCATION</b>	<b>PAGE 28</b>
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Protecting yourself from the things that can harm you is a skill you must learn to have a happy life. Drugs will harm you and those around you. The world needs you. You will be unavailable if you are messed up or sick from drugs. Choose to be a healthier, stronger human **(I)**, a better friend to others **(Us)**, and someone who can change the world **(All)** for the better.

I • Us • All

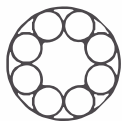
We are each like a drop of water splashing into a pond. Our actions cause concentric ripples of actions. A helping hand or a smile from one person can ripple through their **relationships** to the **relationships** of others, and so on; until the **world** has changed. The actions of the individual may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



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

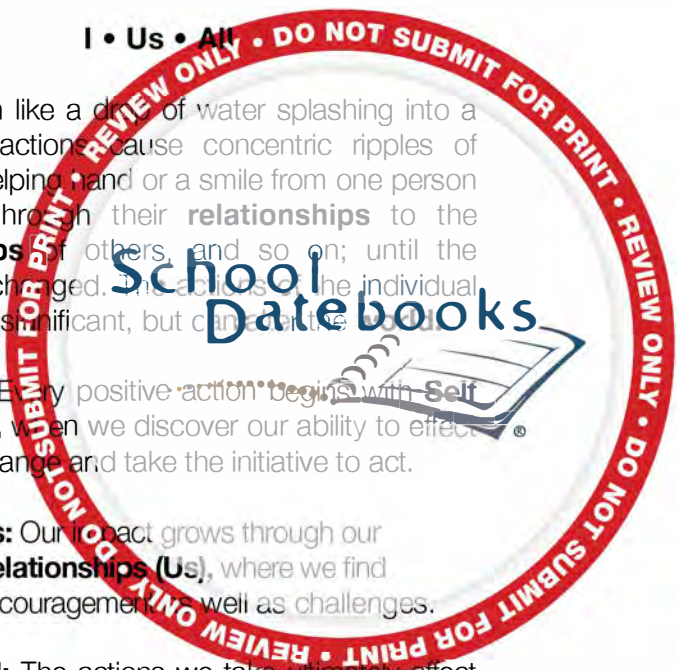


**Us:** Our impact grows through our **Relationships (Us)**, where we find encouragement as well as challenges.



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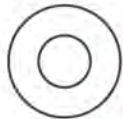
Look for the **I, Us, and All** symbols in your planner and supplements. They mark sections and ideas to help make positive ripples in your **self, relationships, and world.**



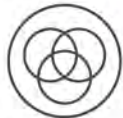
A book log is a great place to keep track of your adventures in reading. It's a way to see your reading accomplishments over the year, and a handy reminder of what books and authors you enjoyed most.

## I • Us • All

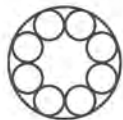
We are each like a drop of water splashing into a pond. Our actions cause ripples that affect other actions. A helping hand or smile from one person can ripple through their **relationships** to the **relationships** of others, and so on; until the **world** has changed. The actions of the individual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



**I:** Every positive action begins with **Self (I)**, when we discover our ability to 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.

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

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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## School Datebooks



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



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

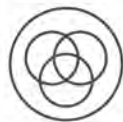
Your college years have the potential to be a touchstone for the rest of your life. This is the time for you to stretch your intellect, open your mind to the thoughts and knowledge of others, and look into your future with hope and optimism. Change yourself! Make lifelong relationships! Make the world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

I • Us • All

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



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



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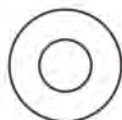
Look for the **I, Us, and All** symbols in your planner and supplements. They mark sections and ideas to help make positive ripples in your **self, relationships, and world.**

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

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

## School Datebooks



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SCOTT MANDEL



# IMPROVING TEST SCORES

*Administrative Issues & Concerns*



*How Do I Raise My School's Test Scores  
and Still Maintain My Professional Credibility?*

**ADMINISTRATION**



# IMPROVING TEST SCORES

School  
Datebooks

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



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

**STUDENT**





SCOTT MANDEL

# IMPROVING TEST SCORES



*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.

Many hands make light work.

## School Datebooks

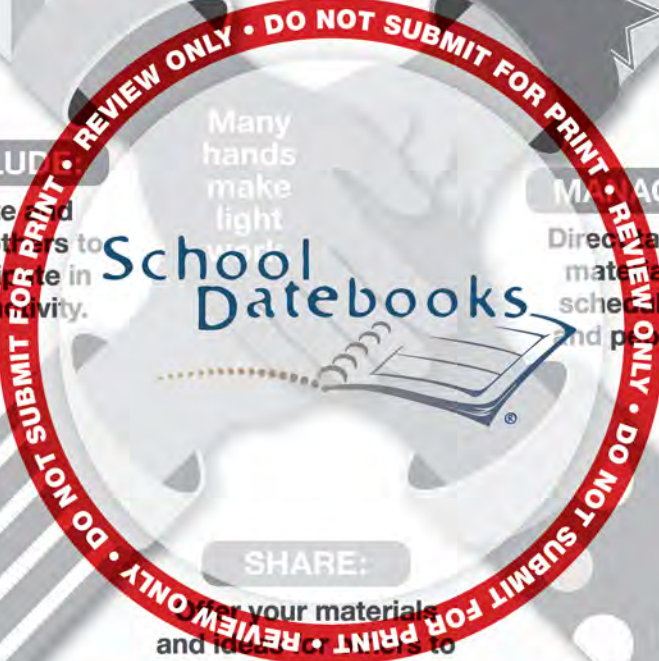


## MESSAGE:

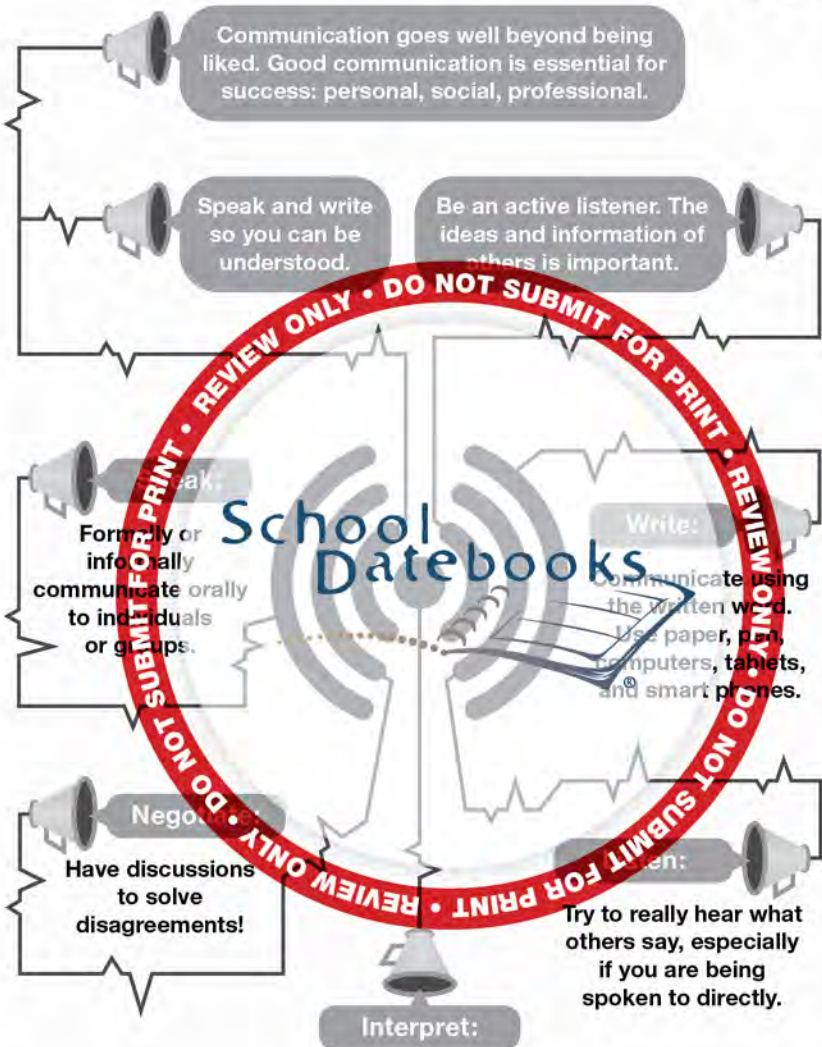
Direct tasks, materials, schedules, and people.

## SHARE:

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



# COMMUNICATION



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

Speak and write so you can be understood.

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

**Speak:**  
Formally or informally communicate orally to individuals or groups.

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

**Negotiate:**  
Have discussions to solve disagreements!

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

**Interpret:**

Restate words or ideas.

OR

Translate from one language to another.





# CRITICAL THINKING



CRITICAL THINKING:



CRITICAL THINKING:

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

## PROBLEM SOLVING:

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

## ORGANIZING:

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

## School Datebooks

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

## EVALUATING:

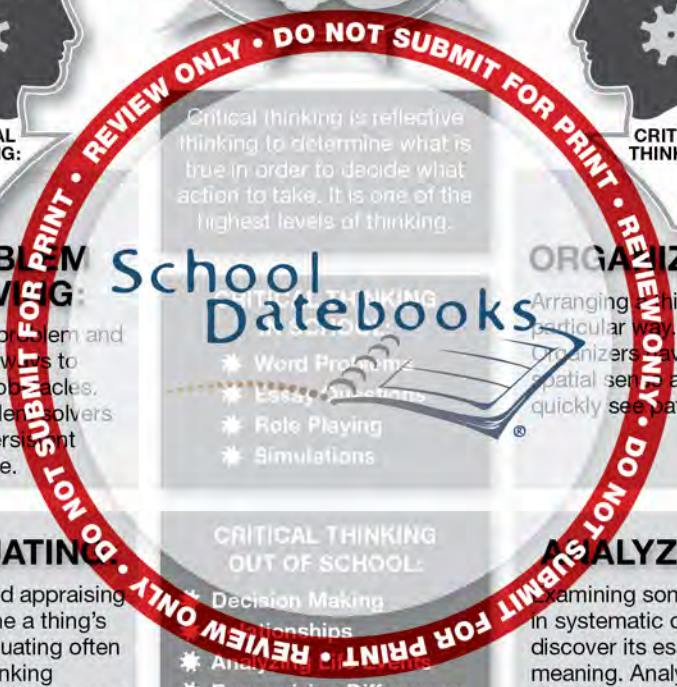
Judging and appraising to determine a thing's worth. Evaluating often includes ranking something first, second, third, etc. Good evaluators are careful observers and precise note takers.

## CRITICAL THINKING OUT OF SCHOOL:

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

## ANALYZING:

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





# INFORMATION LITERACY

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

**READ:**

Decode and comprehend printed materials.

**LEARN:**

Gain knowledge through study, practice, or experience.

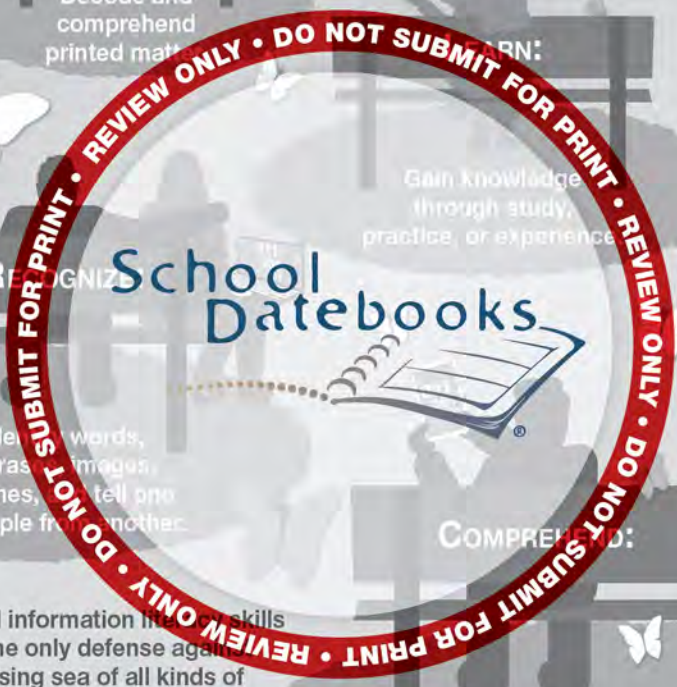
**RECOGNIZE:**

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

**COMPREHEND:**

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

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





# INITIATIVE



THE FUEL  
THAT  
POWERS  
PROGRESS

## TRY:

Strive to do  
your best.  
Pursue your  
goals.

Be self-motivated  
to work toward  
achieving goals.

## CREATE:

Bring  
something into  
being that didn't  
exist before.

## DISCIPLINE:

Self-control.  
Schedule to  
reach your  
goals.

PEOPLE WITH  
INITIATIVE:  
**School  
Datebooks**

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

## WORK:

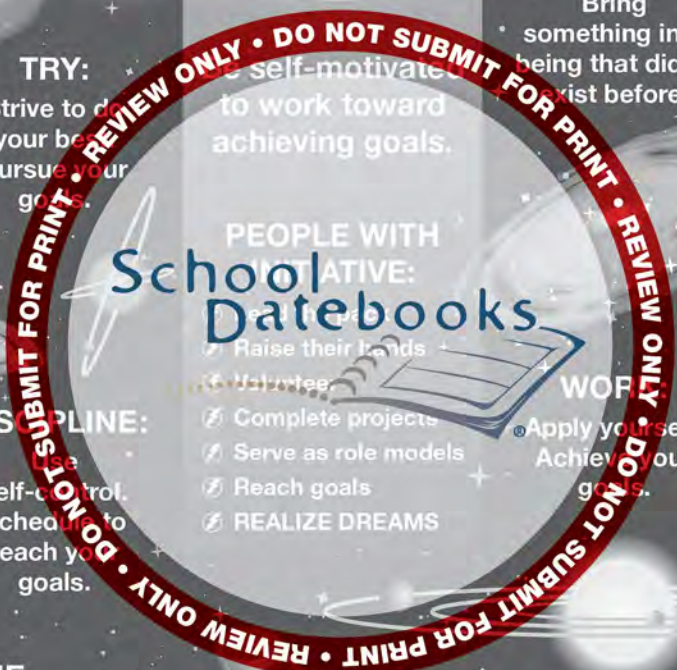
Apply yourself.  
Achieve your  
goals.

## THE KEPLER TELESCOPE

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

## INFLUENCE:

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





# TIME MANAGEMENT

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

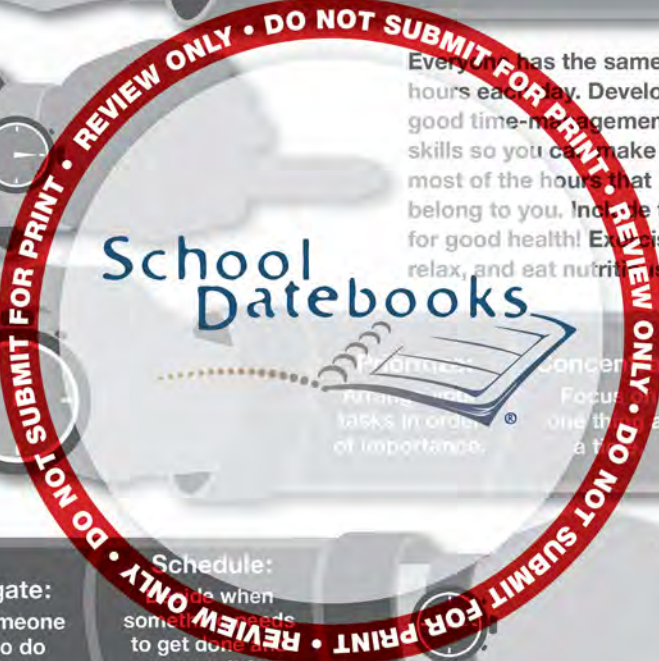
Everyone has the same 24 hours each day. Develop good time-management skills so you can make the most of the hours that belong to you. Include time for good health! Exercise, relax, and eat nutritiously.

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**Priority:** Write down your tasks in order of importance.  
**Concentrate:** Focus on one thing at a time.

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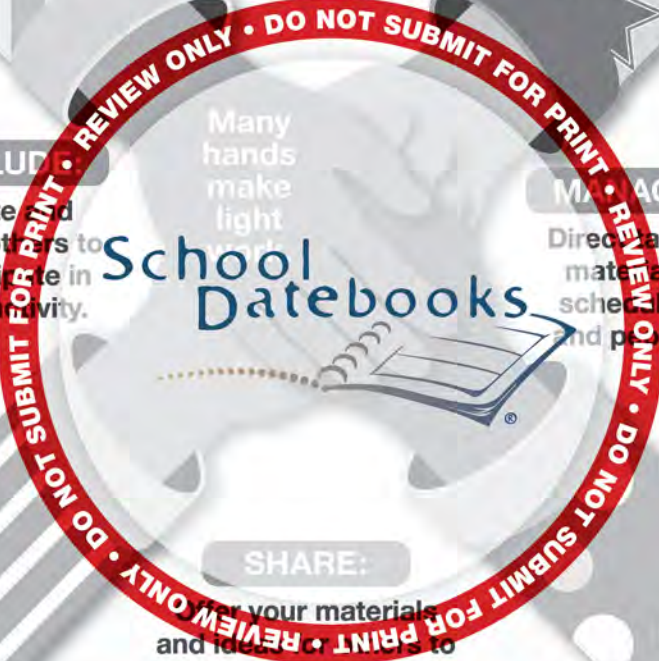


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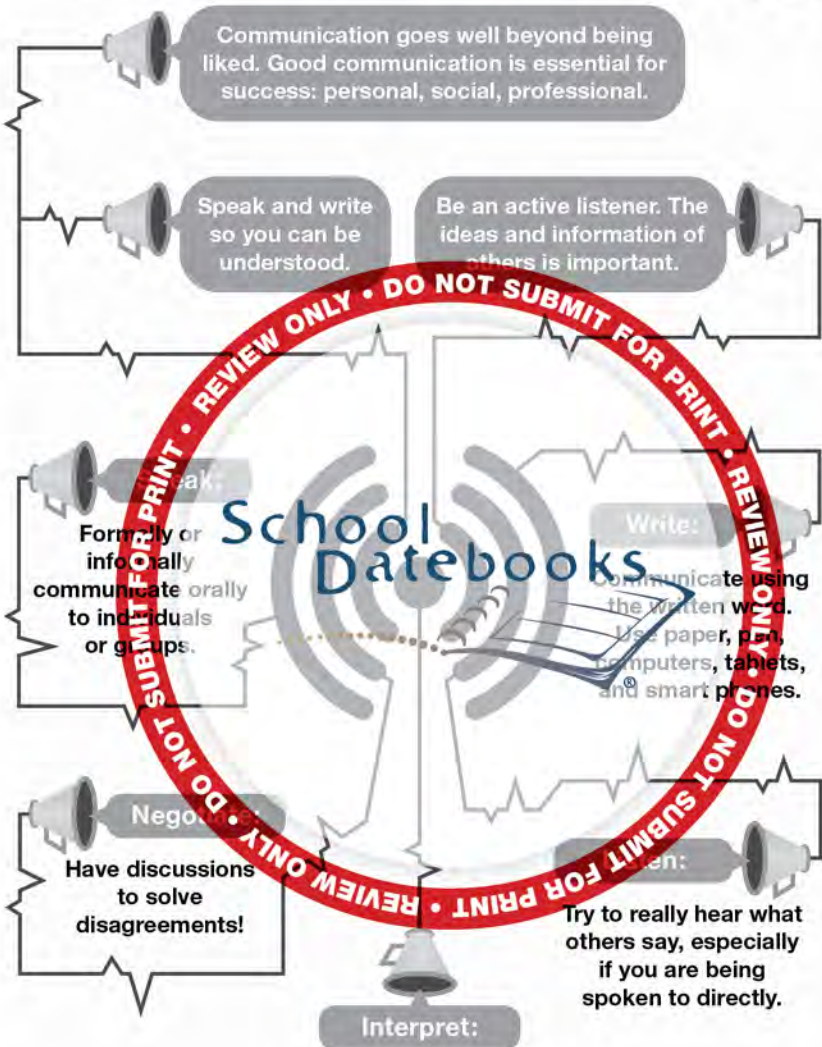
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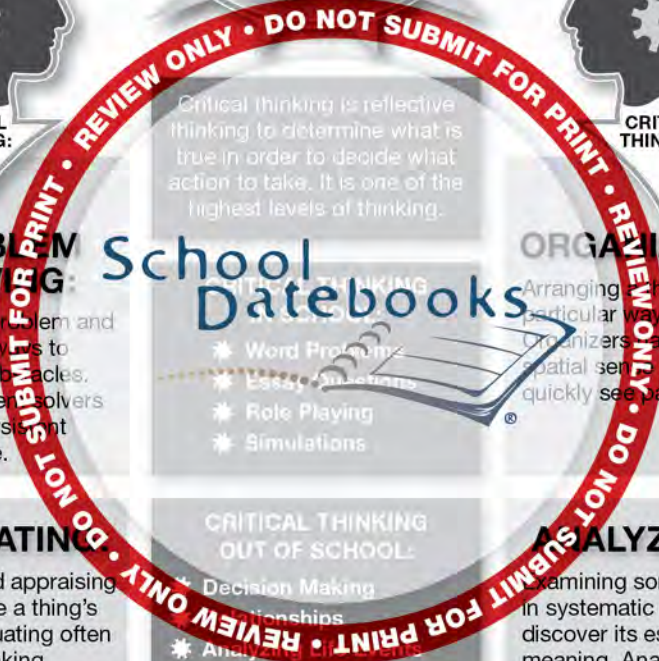
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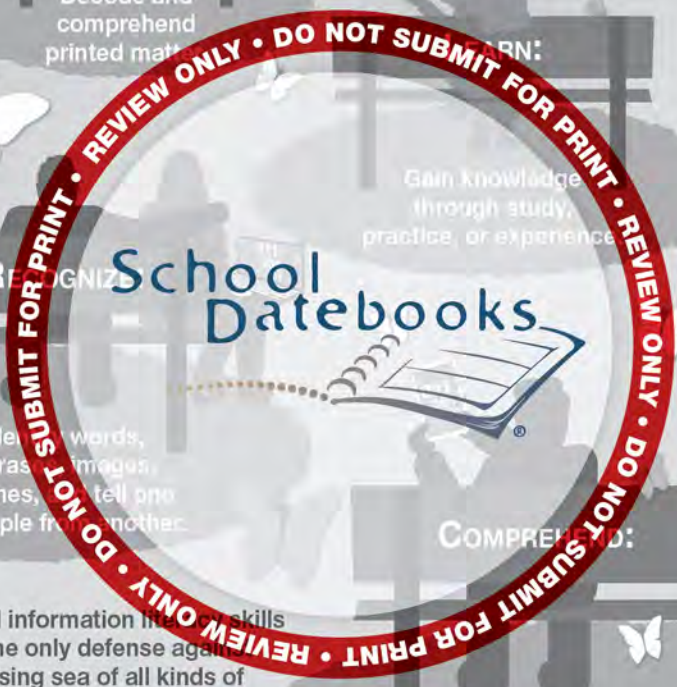
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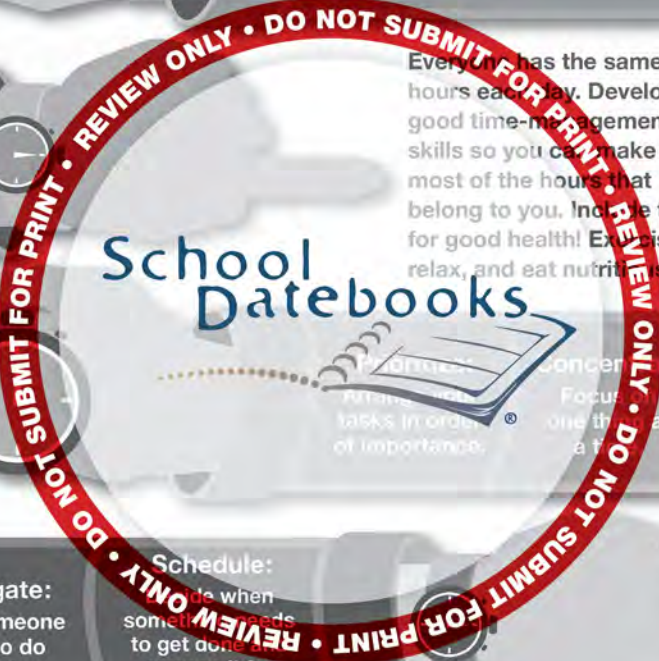
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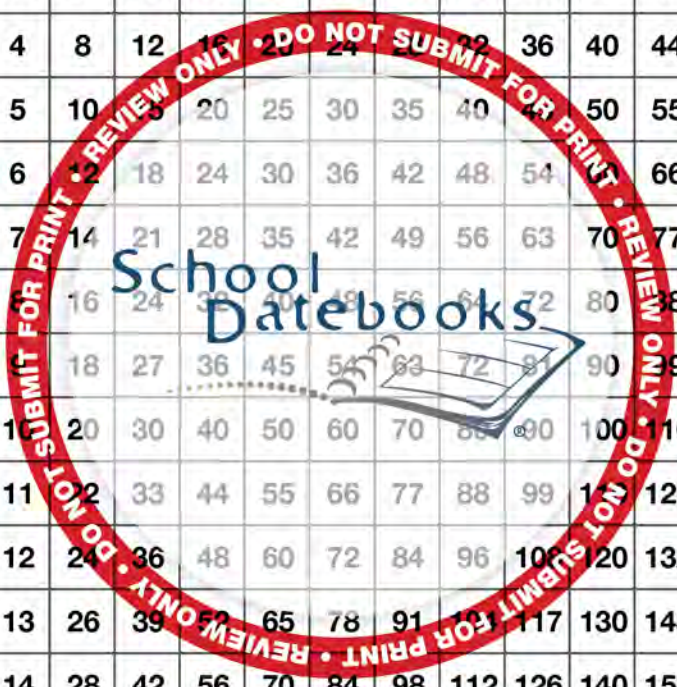
**Delegate:** Ask someone else to do a task.

**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

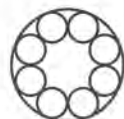
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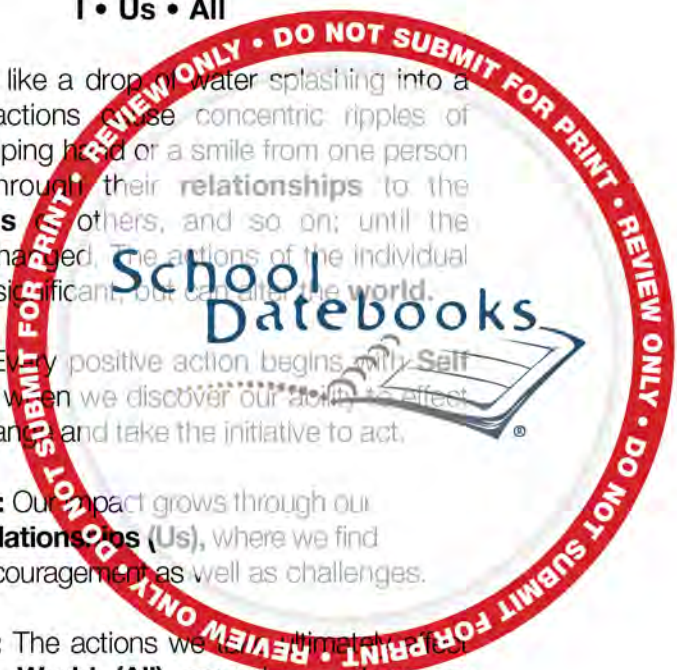


**Us:** Our impact grows through our **Relationships (Us)**, where we find encouragement as well as challenges.



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

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







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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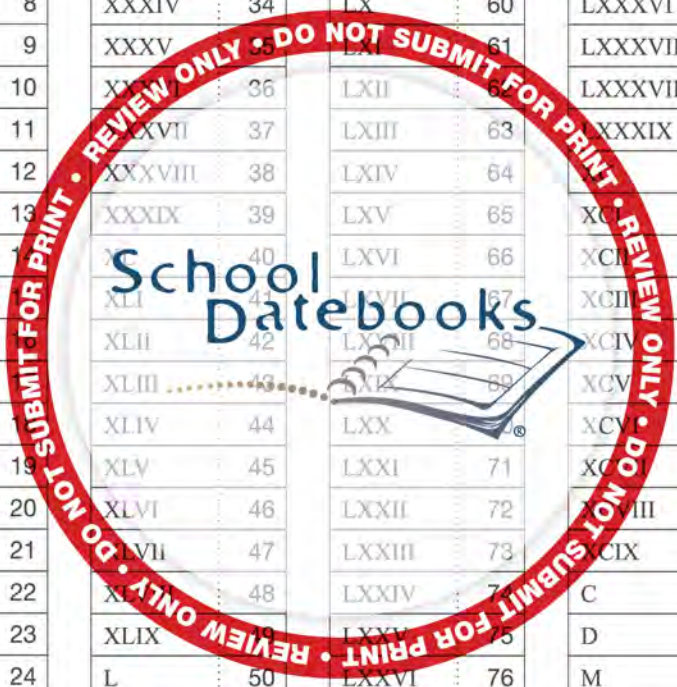
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I	1
II	2
III	3
IV	4
V	5
VI	6
VII	7
VIII	8
IX	9
X	10
XI	11
XII	12
XIII	13
XIV	14
XV	15
XVI	16
XVII	17
XVIII	18
XIX	19
XX	20
XXI	21
XXII	22
XXIII	23
XXIV	24
XXV	25
XXVI	26

XXVII	27
XXVIII	28
XXIX	29
XXX	30
XXXI	31
XXXII	32
XXXIII	33
XXXIV	34
XXXV	35
XXXVI	36
XXXVII	37
XXXVIII	38
XXXIX	39
XL	40
XLI	41
XLII	42
XLIII	43
XLIV	44
XLV	45
XLVI	46
XLVII	47
XLVIII	48
XLIX	49
L	50
LI	51
LII	52

LIII	53
LIV	54
LV	55
LVI	56
LVII	57
LVIII	58
LIX	59
LX	60
LXI	61
LXII	62
LXIII	63
LXIV	64
LXV	65
LXVI	66
LXVII	67
LXVIII	68
LXIX	69
LXX	70
LXXI	71
LXXII	72
LXXIII	73
LXXIV	74
LXXV	75
LXXVI	76
LXXVII	77
LXXVIII	78

LXXIX	79
LXXX	80
LXXXI	81
LXXXII	82
LXXXIII	83
LXXXIV	84
LXXXV	85
LXXXVI	86
LXXXVII	87
LXXXVIII	88
LXXXIX	89
XC	90
XCI	91
XCII	92
XCIII	93
XCIV	94
XCV	95
XCVI	96
XCVII	97
XCVIII	98
XCIX	99
C	100
D	500
M	1000



notes

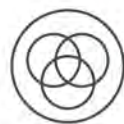
Use your time in school to your best advantage. Learning about new ways to solve problems, express yourself, and interact with the world will make your life infinitely better. The way you relate to yourself (**I**), communicate with others (**Us**), and contribute to a better world (**All**) improve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

## I • Us • All

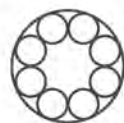
We are each like a drop of water splashing into a pond. Our actions cause concentric ripples of actions. A helping hand or a smile from one person can ripple through their **relationships** to the **world** has changed. The actions of the individual may seem insignificant, but together they can change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



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

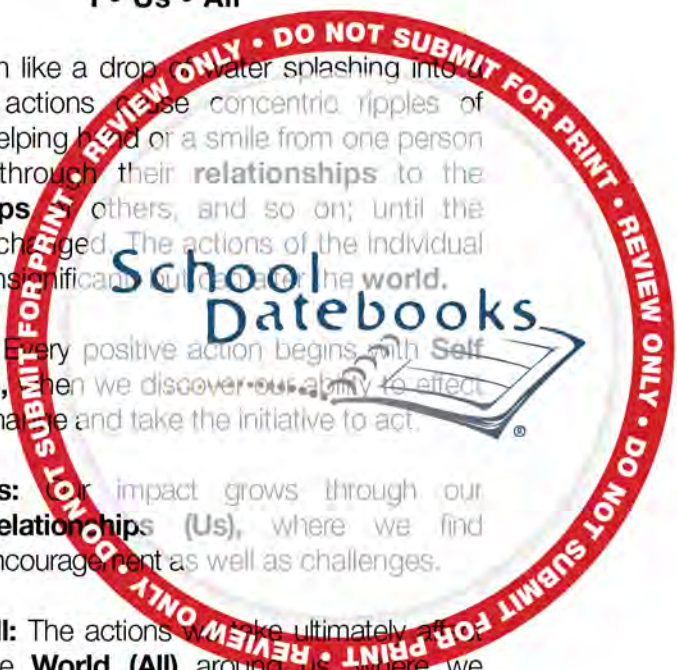


**Us:** Our impact grows through our **Relationships (Us)**, where we find encouragement as well as challenges.



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

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





# 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 "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 reading ourselves for this wonderful gift.

**A NEW BEGINNING** is 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

### 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:

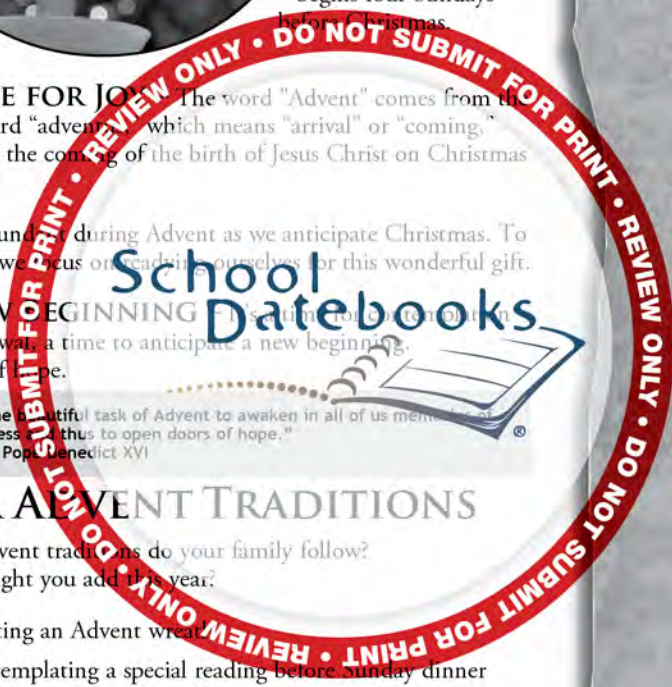
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# School Datebooks





# 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 rose 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 fourth 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."  
— Red Heart League

### YOUR PERSONAL PREPARATION –

What hopes do you have during this time?

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

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# 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 legacy, 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 with you—memories that will come back to you throughout your life. 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

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 member will you honor on All Souls Day?

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What guiding lights did you receive from these family members?

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# 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 she set about 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 you can read and apply to your own life. You can find a better place and these are just a sampling of the saints we can learn about and learn from.

### School Datebooks



**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 a friend's. You're sure to discover an amazing tale and inspiration for your own life.

"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 for your life than one of the saints? Besides lessons for living, their stories will energize you, too.

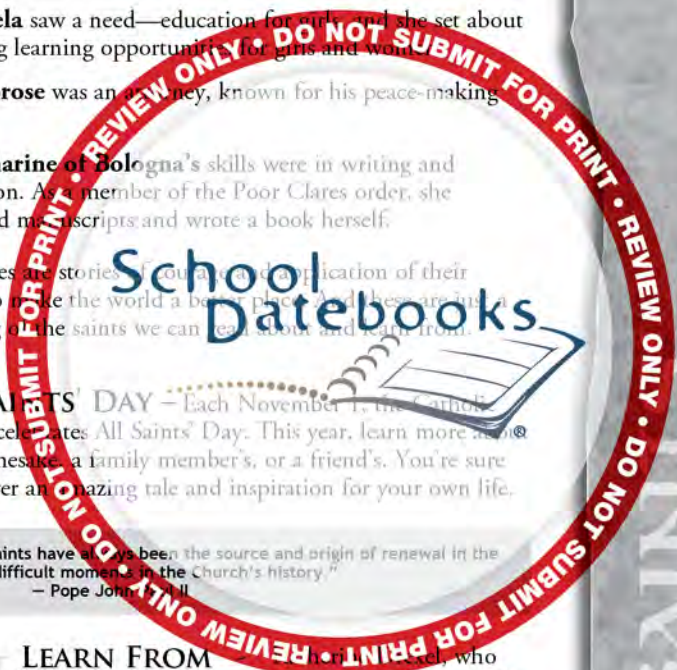
Some close-to-home saints you might want to explore more about:

- Frances Xavier Cabrini, the first U.S. citizen to be canonized

– Mother Mary Thérèse, 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





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

## School Datebooks

GIRLS FROM LEADERS Think about the elders in your family, neighborhood, or church.



and their lessons, both spoken and those given by example.

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

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

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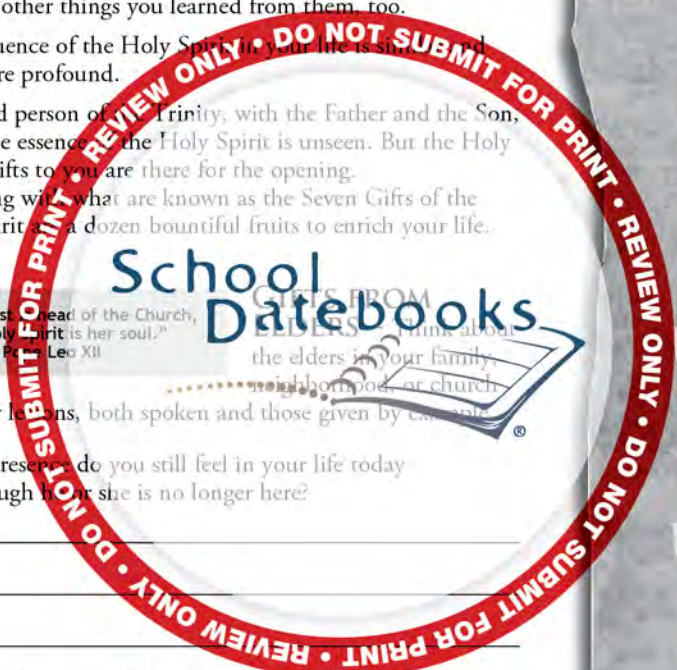
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How do their gifts enhance your life today?

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# 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 this verse:

*"The spirit of the Lord shall rest upon me, 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 be used over and over again and again throughout your life. Each time you use them, you gain a greater awareness. They are gifts that will never be used up or broken!

### School Datebooks



### THE HOLY SPIRIT IN YOUR LIFE -

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

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

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

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### A TREE BEARING MANY FRUITS -

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

- Charity
- Chastity
- 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 it comes to doing good works, a time for working hard in anticipation of the redemption to come.

Giving up ice cream or carousing 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 proactive during Lent. As you scale back on things that you give up during Lent, consider how you might give back.

Perhaps the money you would have spent on entertainment or eating out during Lent could be given to a 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.

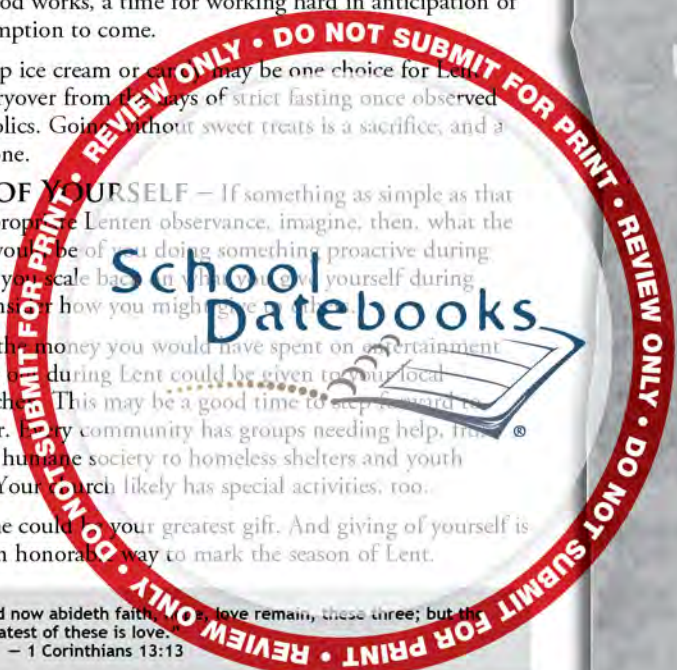
Your time could be your greatest gift. And giving of yourself is indeed an honorable way to mark the season of Lent.

"And now abideth 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.





# Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

## THE SEASON

"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

Lent begins on Ash Wednesday, which falls anywhere from 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 traditions 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. Do you see any family traditions that are similar and different.

### School Datebooks



Of your family's traditions, what are you likely to keep? What do you think you would like to add?

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WHAT NEW LENTEN ACTIVITIES MIGHT YOU CONSIDER ADDING?

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# 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 us learn more about our history, chronologically. We mark our events, celebrate special holidays, and bring renewed 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 throughout them, year after year.

The season of the Catholic Church are:

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

## YOUR FAVORITE SEASON –

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

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

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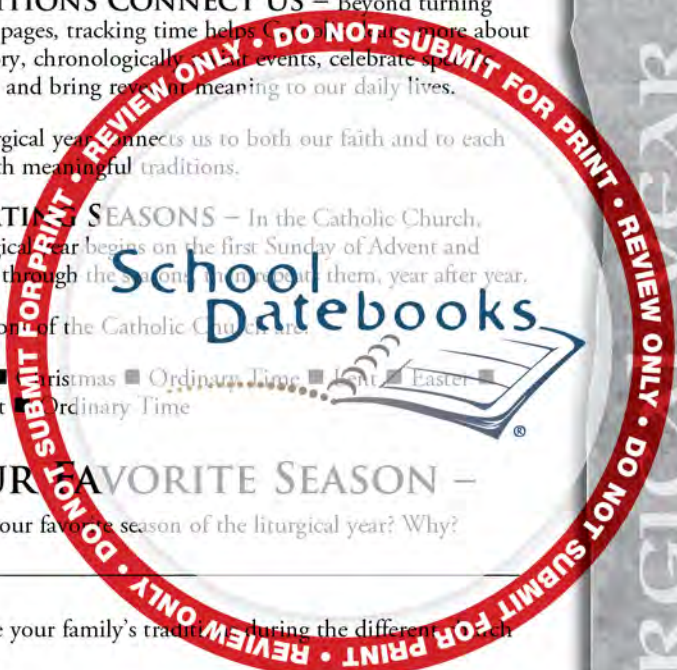
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How do you think these traditions help connect you to your family and your faith?

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# Living in faith

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## 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 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, the 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?

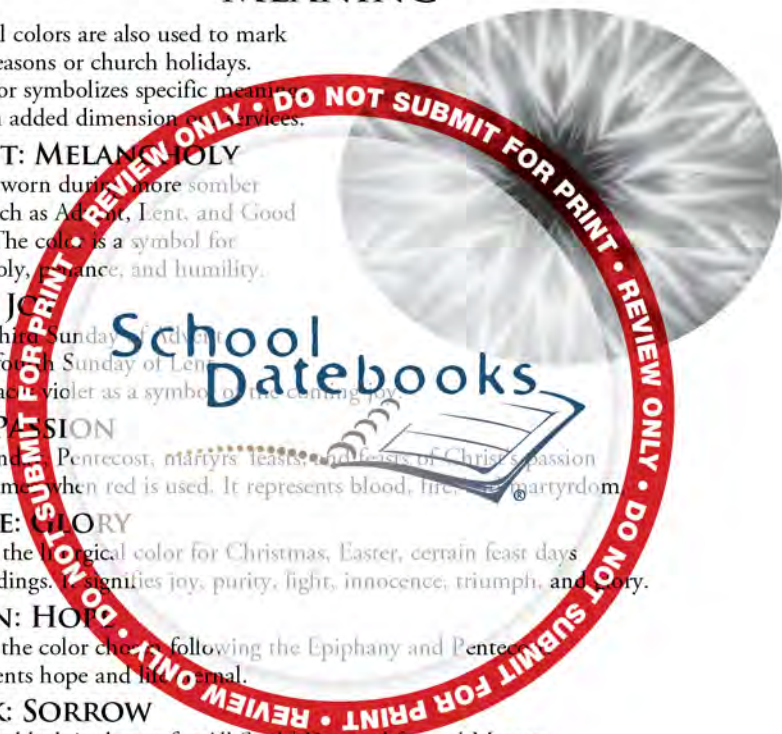
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What do you think the added symbolism of the chosen colors brings to each season?

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# Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

## FEASTS CELEBRATING MARY

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

### 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

the apostles of Divine Mercy  
for the maternal and loving  
guidance of Mary."  
Pope John Paul II

### FEAST DAYS:

December 12 ■ Our Lady of Guadalupe

February 1 ■ Our Lady of Lourdes

July 16 ■ Lady of Mount Carmel

September 1 ■ Our Lady of Sorrows

August 22 ■ Queenship of Mary

School  
Datebooks



**MAY: THE MONTH OF MARY** – Catholics honor our 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?

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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, too, and our relationship with Mary, the mother of Jesus, our beloved maternal figure. You may be beginning to develop an understanding of what Mary offers you. And like you do with your own mother, you will 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, the Queen of Heaven, and Our Lady of Mercy, among many others.

School  
Datebooks

"Nature's blossoming, the warm air of May evenings, human gladness in a world that is renewing itself—all these things enter in a generation of Mary has its place in the world's 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

**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?

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# 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.

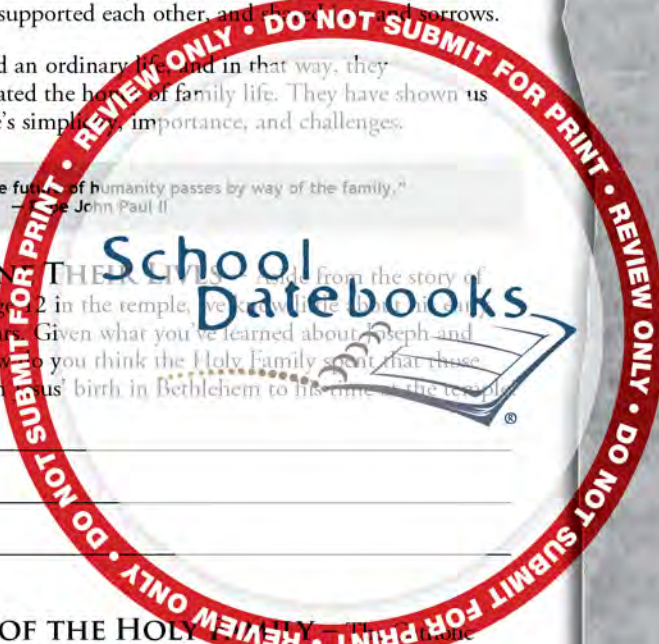
While Jesus was the Son of God, that didn't give his family any special status or privileges. Like most other families, they worked and toiled, they studied and learned, they spent time together, supported each other, and shared their joys and sorrows.

They lived an ordinary life, and in that way, they demonstrated the heart 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 THE SCENE. Jesus, from the story of Jesus at age 12 in the temple, we know little about his family years. Given what you've learned about Joseph and Mary, how do you think the Holy Family spent that time? How do you think the Holy Family spent that time from Jesus' birth in Bethlehem to his time in the temple?

School Datebooks



**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.



the holy family





# 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?

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What traditions do you share?

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How do you provide support to each other?

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## EXTENDING YOUR FAMILY'S REACH –

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

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How does this extended family assist?

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

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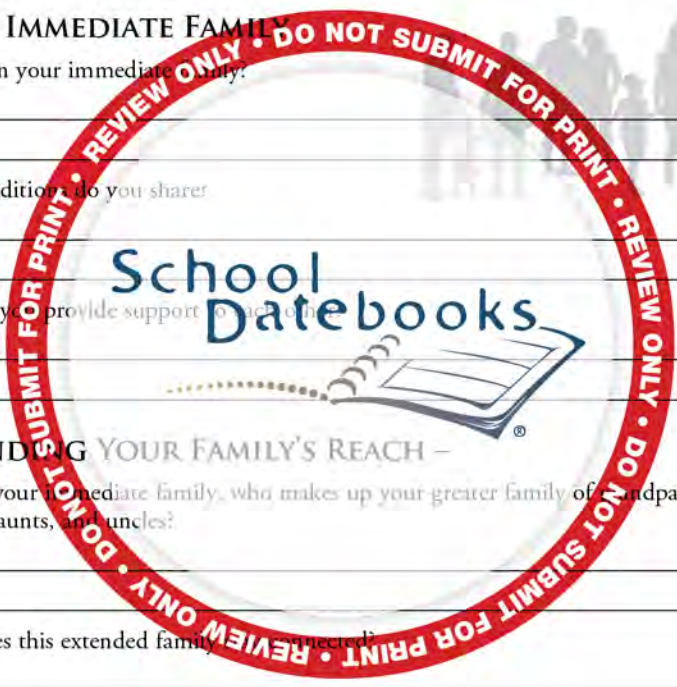
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## PERHAPS YOU'VE CREATED A FAMILY OF CHOICE – FRIENDS WHO BECOME LIKE FAMILY.

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

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# 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 from the rosary, which include 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, take a moment for 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, so 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?

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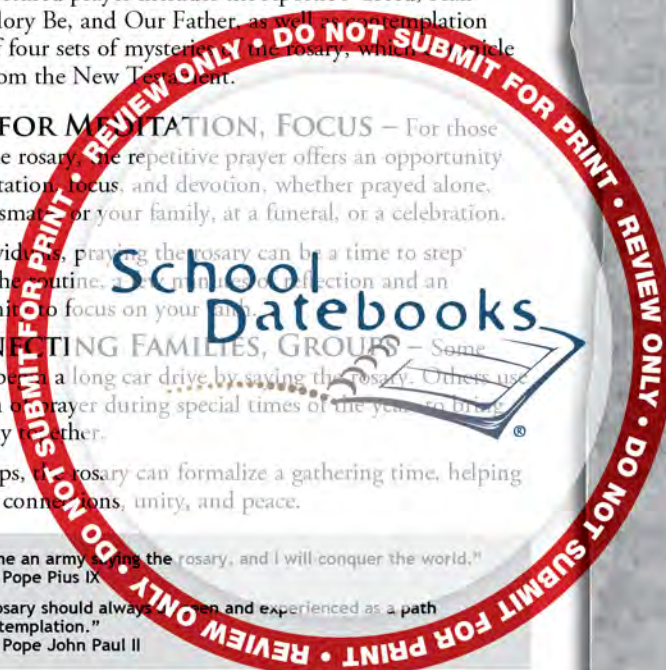
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What does praying the rosary give you?

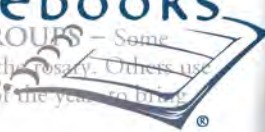
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School Datebooks





# Living in faith

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## THE ROSARY'S ORIGINS

Catholic scholars believe that praying the rosary likely began during the High Middle Ages, the 11th to the 13th centuries, when few people were able to read. Repeating the Our Father 150 times, which they had learned from the Bible, provided a framework for contemplative prayer. The prayers were counted off on a string 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 10 decades.

Under Pope Leo XIII, who reigned 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 Jesus, to the church's traditional Glorious, Joyful, and Sorrowful Mysteries for contemplation while praying the rosary.

*The Luminous Mysteries are:*

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

### EARLIEST MYSTERIES

#### *Joyful*

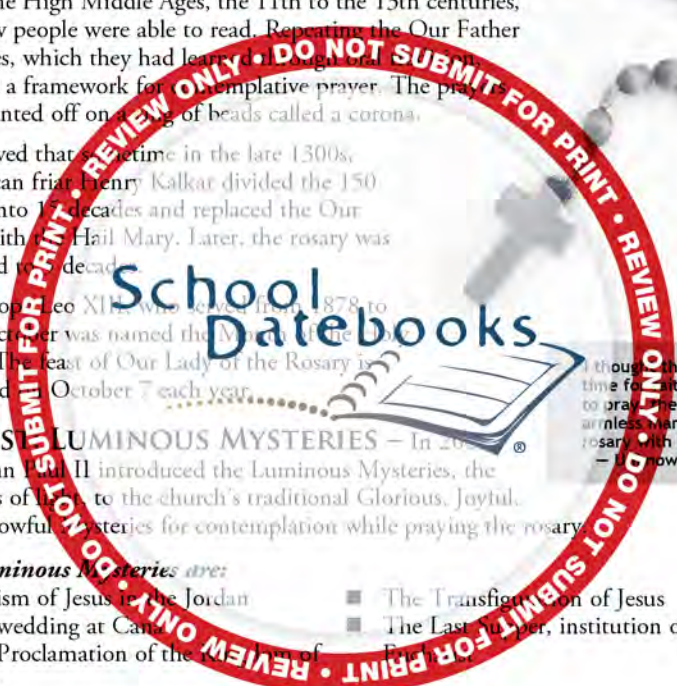
- Annunciation of Gabriel to Mary
- Visitation of Mary to Elizabeth
- Birth of Jesus
- Presentation of Jesus in the temple
- Finding Jesus in the temple

#### *Sorrowful*

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

#### *Glorious*

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



"I thought that I had no time for faith nor time to pray. Then I saw an aimless man saying his rosary with his feet."  
— Unknown



# 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 may be the direct victim of their nastiness or not.

Even innocent bystanders are negatively affected. For, 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,

## School Datebooks

Don't be a bully. If you feel 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 coming forward with a strong, aggressive and potentially dangerous behaviors.

## 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 teased for being a different size, sex, race, or religion.

**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.

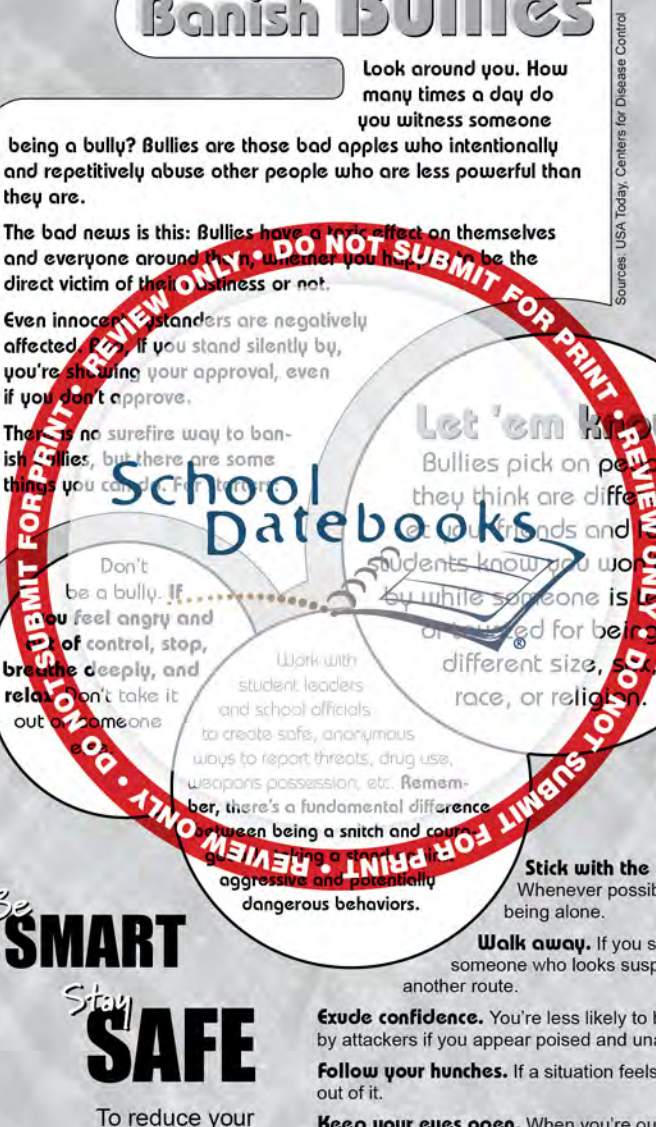
**Follow your hunches.** If a situation feels creepy, get out of it.

**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.

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

To reduce your chances of physical harm:



Sources: USA Today, Centers for Disease Control



# 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 PROFILES**

**THE BULLY**  
I could be a boy or girl of any age. I tend to be bigger, older, and/or more popular than my targets. I seek out targets in order to feel better about myself. I was most likely the target of abuse at one point in time.

**THE TARGET**  
I could be anyone. Bullies tend to single out children who are new to the school, different in appearance, or appear to have low self-esteem. I might be tall, short, have a disability, or a different religious background than the bully. Oh, I might be in the wrong place at the wrong time if the bully has picked me. I am the target.

**School Datebooks**

**THE BYSTANDER**  
I am not directly involved in bullying, but I am present when it occurs. I face a choice. Do I join in? Get involved? How should I handle this responsibility?

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

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

**TEASING**  
**RUMORS**  
**Gossip**

# CHARACTER *bullying means more than you think*



## STOP BULLYING

Sometimes we tease our friends playfully, but when does it go too far? When does playful teasing become taunting? Teasing and taunting both involve making fun of someone, but taunting is mean and one-sided.

### TEASE VS. TAUNT

Is it a Tease or a Taunt when...

(Circle One)

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

**Cruelty:** The act of harming someone who has no means of defense, for pleasure.  
**Goal:** To continuously torment another person and to get one's own way.  
**Target:** A person whom a bully often chooses as a victim.  
**Teasing:** Mocking 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 the victim.  
**Bully:** An individual who regularly menaces others for personal gain.

**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 of embarrassment that we have 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.

### 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.

HITTING

NAME-CALLING



# STOP BULLYING

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

**VERBAL BULLYING:** Teasing, name-calling, spreading rumors, insulting, mean jokes, threats, or 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 torments 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.

**Have I ever...**  
hurt someone else's feelings because I didn't want to feel better about my  
made fun of someone because I thought I didn't actually want to participate  
joined in with my friends' taunts, although I didn't actually want to participate  
pinched, slapped, or physically hurt someone else because they were different  
damaged someone's property on purpose to make them upset?  
sent hurtful messages, emails, or spread online rumors?  
made fun of someone else simply because I could?

to say something to you, then don't say it to them.

Do I  
BULLY?

Sometimes a bully cannot recognize that they are being a bully.

## School Datebooks



**SOCIAL BULLYING:** Excluding or teasing others who are different from you (and your friends... what 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.

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

**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.cyberbullying.org](http://www.cyberbullying.org).

### REFLECT:

Describe a time you or another person were bullied:  
.....  
.....  
.....

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



# 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 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 in places the bully might confront you.
- ✚ Ask an adult you trust for help. Even if you think you have solved the problem, let an adult know. The bully should report on to someone else.

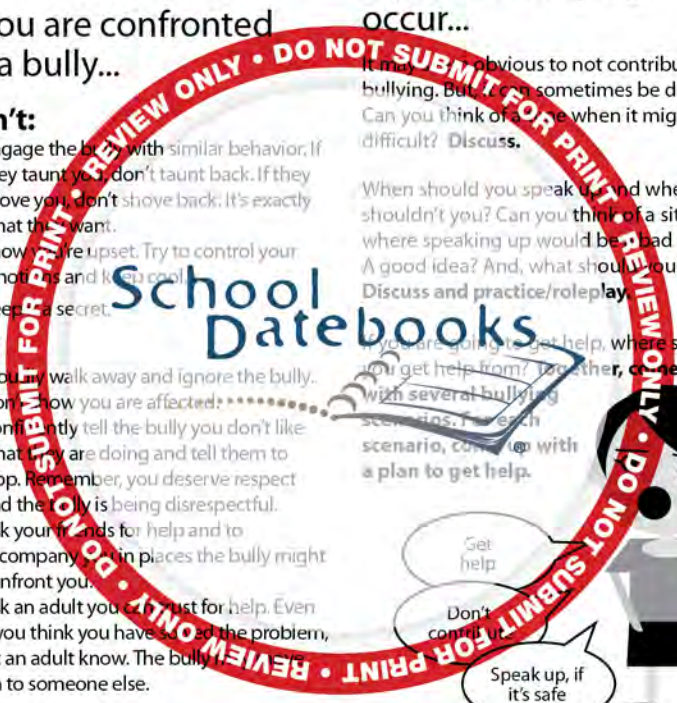
## DON'T STAND BY

If you see bullying occur...

It may be 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 good 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.**



## 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.



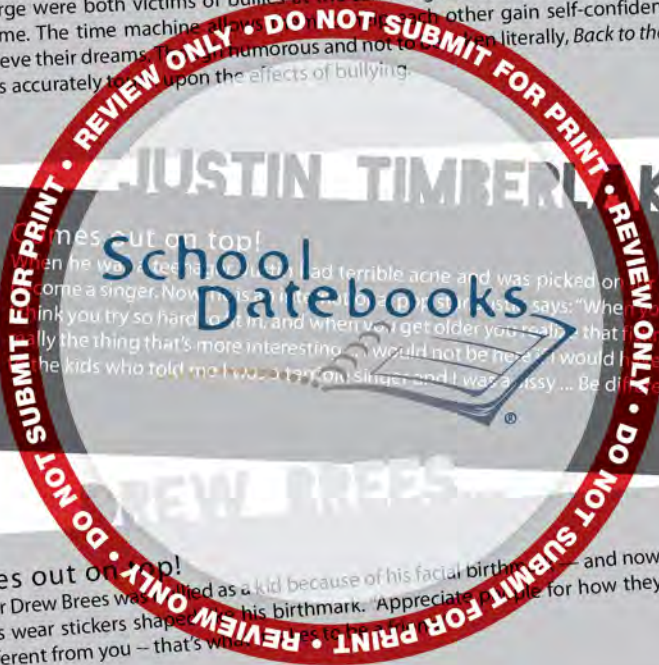


# STOP BULLYING

## MARTY McELLY...

**Comes out on top!**

Marty was played by Michael J. Fox in the movie, *Back to the Future*. Marty and his father George were both victims of bullies at the same high school, but at different points in time. The time machine allows them to see how each other gain self-confidence and achieve their dreams. The movie is humorous and not too far from what can happen literally, *Back to the Future* does accurately tell upon the effects of bullying.



## JUSTIN TIMBERLKE...

**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 a multi-platinum artist. He says: "When you're a kid, you 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. It would not be necessary. I would have listened to the kids who told me I was a terrible singer, and I was a pussy... Be different."

## DREW BRES...

**Comes out on top!**

NFL star Drew Brees was teased as a kid because of his facial birthmark. He says: "I was teased and now his fans wear stickers shaped like his birthmark. Appreciate people for how they are different from you -- that's what makes life fun." He says to his fans: "I'm glad you're different from me for how they are different from you -- that's what makes life fun."



#AUNTING

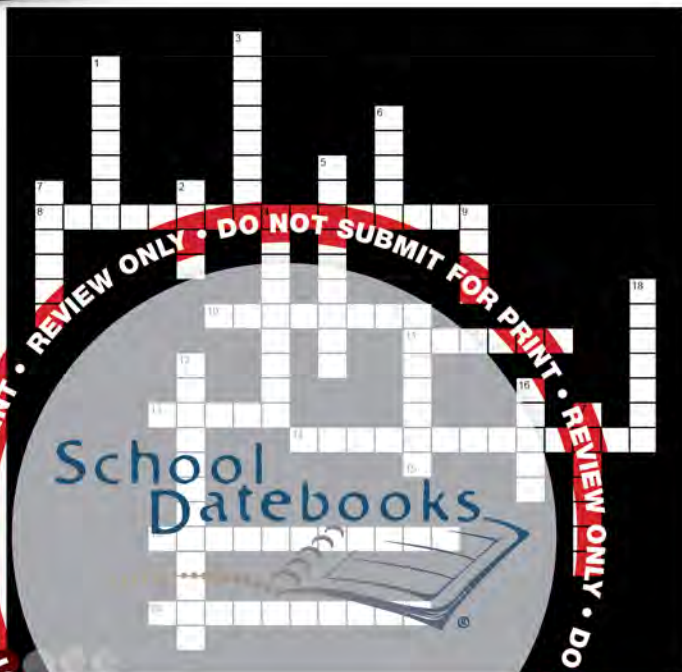
DISRESPECT

# CHARACTER *bullying: crossword puzzle*



## STOP BULLYING

Use the Bullying vocab to complete the puzzle.



8. The spreading of rumors, gossip, or anonymously actions that are meant to harm another person.
10. A feeling of resentment against someone because of that person's success or advantages.
11. The person a bully acts on.
13. An emotion we feel when bullied.
14. Using the internet to bully someone or to damage someone's reputation.
19. Verbal bullying that involves shouting, name-calling, and other unpleasant names.
20. Intentionally causing excessive pain or worry.

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 *defining character*



## What's CHARACTER all about?

*"Character is power."* – BOOKER T. WASHINGTON

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

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

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

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

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

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

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

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

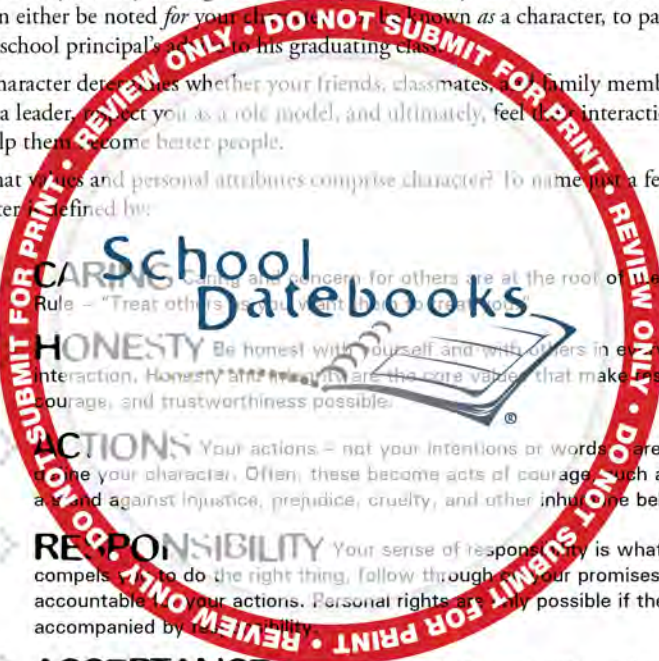
**A** ACCEPTANCE Character demands that we accept others' differences and appreciate how diversity strengthens our society.

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

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

**E** EMPATHY When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.

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



# CHARACTER *people of character*



C H A R A C T E R

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

— PRESIDENT DWIGHT D. EISENHOWER

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

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

The shadow is what we think of it; the tree is the real thing."

**School Datebooks**

— PRESIDENT ABRAHAM LINCOLN

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

— MARTIN LUTHER KING, JR.

*Every choice you make helps define the kind of person you are choosing to be.*

"We learned about honesty and integrity – that the truth matters... that you don't take shortcuts or play by your own set of rules... and success doesn't count unless you earn it fair and square."

— MICHELLE OBAMA



# AMBITION



## Planning for Success

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

- *Be specific.* Know exactly what it is you want to achieve.
- *Be realistic.* Results won't happen overnight. It may take a while to reach your goal.
- *Set time limits.* It will help motivate you toward your goal.
- *Write your goals down.* Use your Datebook to record your goals and track your progress.

### In My Life

## School Datebooks

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

What am I doing now to get there?

*"Intelligence without ambition is a bird without wings."*

— C. ARCHIE DANIELSON

## Think About It

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

## Already Ambitious?

If it's overwhelming to plan long-range goals, you can start small. Set goals to achieve in the week, the month, or the semester. Each small goal is one step closer to the big picture. Chances are, you're already ambitious! Ask yourself:

How have I shown ambition this week?

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What goals have I achieved in the last two years?

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# CHARACTER *traits of good character*



## Caring in Action

What does it mean to care for the environment?

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How do you care for yourself?

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

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

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Would your friends describe you as a caring person? Why or why not?

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# CARING

## How Much Do You Care?

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

• If you're caring toward other people, does that mean you put your needs second? Why or why not?

• How far would you go to care for someone else if it meant you were uncomfortable caring yourself?

• Is it enough to perform caring acts, or do you really need to care from the heart? Is it possible to do one without the other?

• What is your response to the sentiment that "teenagers are selfish and only care about themselves"?

• How do you think one person can make a difference? Why or why not?

## School Datebooks



## Quiz Yourself

Do I always treat others with kindness and generosity?

Do I ever treat someone meanly or talk badly about them (even if they kick back)?

Do I think about other people's feelings before I speak? Before I act?

Do I take time to help others, even if I am busy?

Do I treat animals and the environment with care and respect?

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

— ANTHONY J. D'ANGELO





# CITIZENSHIP

## Citizenship = Participation

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

• What kind of citizen are you? \_\_\_\_\_

\_\_\_\_\_

• Does your level of involvement in the community mirror the type of citizen you think you are? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

• Why is it important to be a good citizen?

\_\_\_\_\_

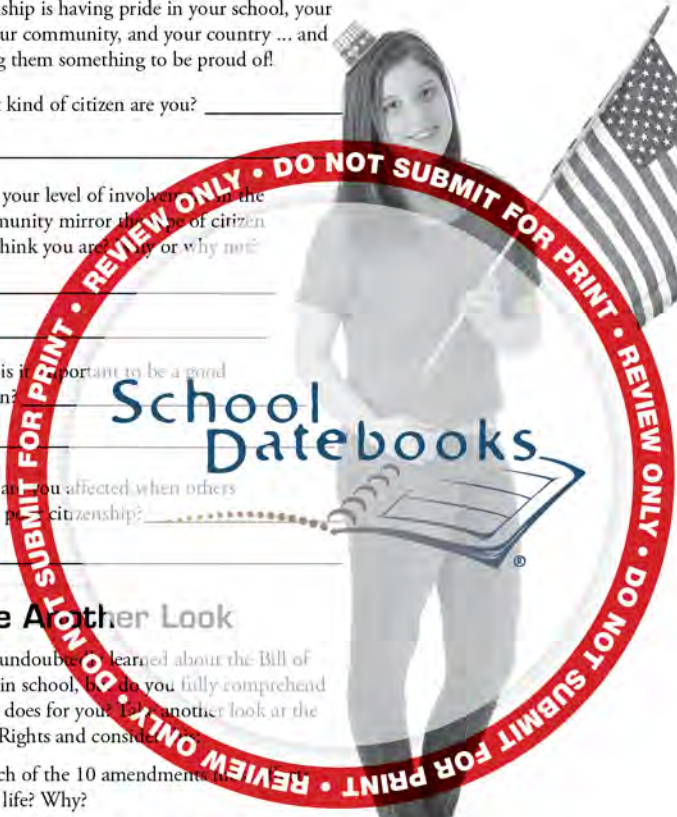
• How are you affected when others show poor citizenship?

\_\_\_\_\_

## Take Another Look

You've undoubtedly learned about the Bill of Rights in school, but do you fully comprehend what it does for you? Let's take another look at the Bill of Rights and consider:

- Which of the 10 amendments affects your life? Why?
- How would your life be different if the first amendment didn't exist?
- The fourth amendment protects citizens against unlawful searches and seizures, but it often doesn't extend to things like student lockers that are on school property. Is that fair? Why or why not?
- At what point do the rights of a single citizen become less important than the safety and security of the community? The nation?
- If you were able to add another amendment protecting the rights of the people, what would it be?



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

— MARGARET MEAD



# COURAGE

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

— WINSTON CHURCHILL



## Heroes in the News

Browse through newspapers and magazine articles for stories about people performing courageous acts.

- Which stories exemplify "heroes" to you?

\_\_\_\_\_

\_\_\_\_\_

- Other than physical heroes, what are other examples of courage did you find?

\_\_\_\_\_

\_\_\_\_\_

- How is courage and heroism different from recklessness and exploitation?

\_\_\_\_\_

\_\_\_\_\_

- What traits do you share in common with some of the people you read about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## School Datebooks



### Where Do I Stand?

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

Would I help a friend who's being bullied?

Could I tell my teacher if I caught someone cheating?

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

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

## Counting on Courage

What kinds of peer pressure exist at your school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe a situation where you relied on courage to take a stand against peer pressure. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# DETERMINATION

## Learn from Lincoln

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



Lincoln was defeated when he ran for the Illinois House of Representatives in 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?

## 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.

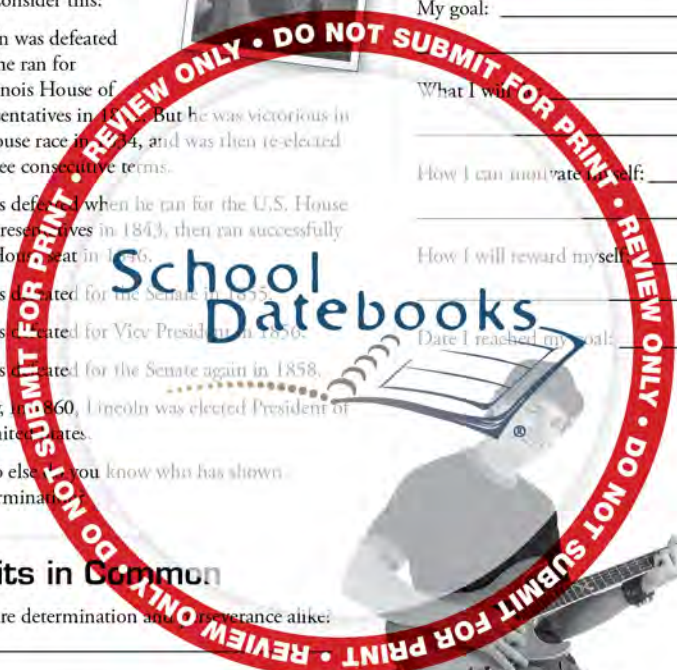
My goal: \_\_\_\_\_

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?

"If you are resolutely determined to make [something] of yourself, the thing is more than half done already."

— ABRAHAM LINCOLN







# CHARACTER *traits of good character*

# 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 bought 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 ball stopped in the play.

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

Keeping an extra dollar you ~~got~~ rather than telling the clerk about his mistake.

## Is honesty always best?

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

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---

*Read Info*  
What it means to be honest:

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### Training Scenario

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

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## Nagging Feelings

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

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

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"Truth burns up error."

— SOJOURNER TRUTH

# School Datebooks





# INTEGRITY

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

—ALAN K. SIMPSON

## Looking for Inspiration

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

Who do you know with integrity?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



School Datebooks

## Character In Action

...in the classroom and see the answers to the upcoming test on the teacher's desk. There is no way you will be caught if you look at them. You could "ace" the test without studying, but you would be cheating. Who 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 answers, you are of high integrity.

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

## Integrity Is ...

If you have integrity you are:

- Truthful
- Honest
- Virtuous
- Conscientious
- \_\_\_\_\_
- \_\_\_\_\_

If you don't have integrity, you:

- Lie
- Cheat
- Steal
- Take advantage
- Pass Blame
- \_\_\_\_\_
- \_\_\_\_\_

- 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?
- What have you done today to show your integrity?



# 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 it published, can't you? Not necessarily. It's after the writing is done that you need perseverance the most, many authors who've faced rejection letters will tell you.

### *Dr. Seuss Persevered*

If Dr. Seuss quit after his first or even his 10th rejection, you never have read *Green Eggs and Ham* or *The Dog Who*. 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 see the product of his tale, *Oh the Places You'll Go*.

### *So Did Emily Dickinson*

Emily Dickinson, a 19th century U.S. poet, saw just one 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 treasured by many.

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

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

— JOHN H. JOHNSON

## They Kept At It

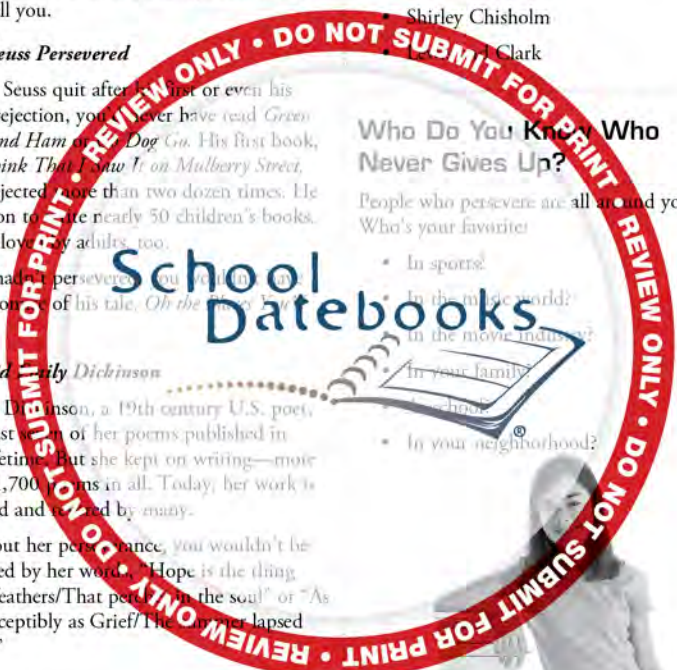
Those who quit don't make history. Those who stick to it, like these folks, are remembered:

- Charles Schulz
- Elizabeth Cady Stanton
- Shirley Chisholm
- Bill Clark

## 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?
- In school?
- In your neighborhood?





# RESPECT

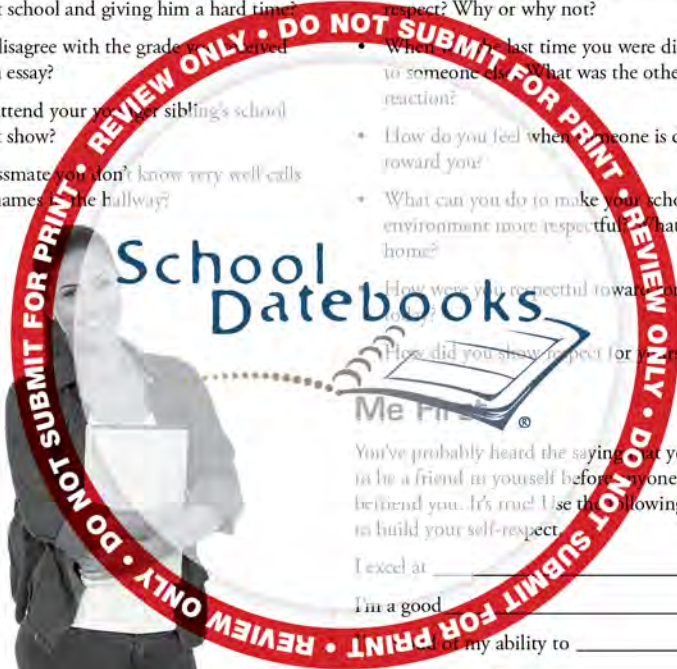
## Respect in Your World

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

- Some of your friends are teasing the new kid at school and giving him a hard time?
- You disagree with the grade you received on an essay?
- You attend your younger sibling's school talent show?
- A classmate you don't know very well calls you names in the hallway?

## What's Your Take?

- Bullies use threats and intimidation to get "respect." Is that really respect, or is it fear? Can violence be used as a means to get respect?
- Do teachers, principals, coaches and other adults in leadership roles automatically warrant respect? Why or why not?
- When was the last time you were disrespectful to someone else? What was the other person's reaction?
- How do you feel when someone is disrespectful toward you?
- What can you do to make your school environment more respectful? What about your home?



### School Datebooks



Me First

How were you respectful toward someone else today?

How did you show respect for yourself today?

You've probably heard the saying that you have to be a friend to yourself before anyone else will befriend you. It's true! Use the following exercise to build your self-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 \_\_\_\_\_

\_\_\_\_\_

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

-FYODOR DOSTOEVSKY





# TRUSTWORTHINESS

## The Truth About Trust

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

Whom do you trust? \_\_\_\_\_

\_\_\_\_\_

Who do you not trust? Why or why not? \_\_\_\_\_

\_\_\_\_\_

Why is it important to trust one another? \_\_\_\_\_

\_\_\_\_\_

School Datebooks

### Do's and Don'ts

Make a list of do's and don'ts when it comes to being trustworthy.

Do: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Don't: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*"For you are deceived if you trust too much, but you will be in torment if you don't trust enough."*  
— FRANK CRANE

### Traits in Common

How are friendship and loyalty related to trust?

\_\_\_\_\_

\_\_\_\_\_

How are fairness and honesty related to trust?

\_\_\_\_\_

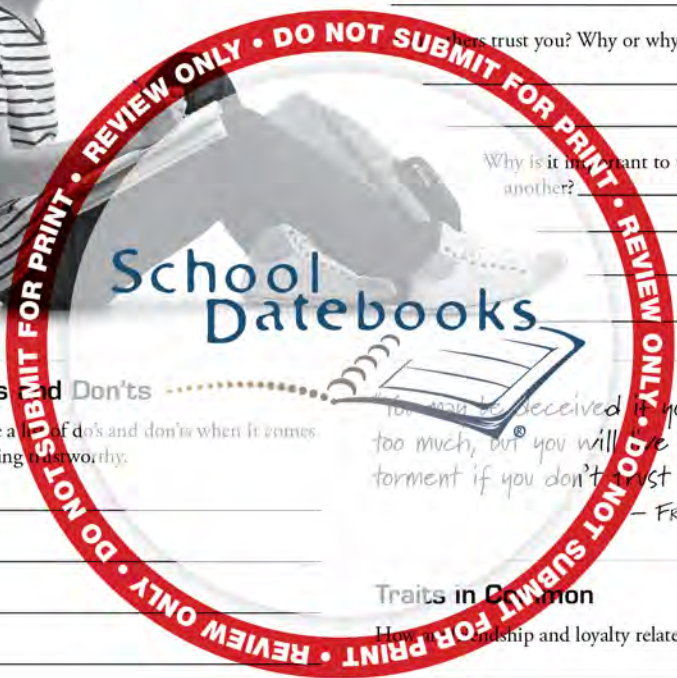
\_\_\_\_\_

Why might you need to betray a friend's trust?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_









**AMENDMENT I**

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

**AMENDMENT II**

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

**AMENDMENT III**

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

**AMENDMENT IV**

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

**AMENDMENT V**

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

**AMENDMENT VI**

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

**AMENDMENT VII**

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

**AMENDMENT VIII**

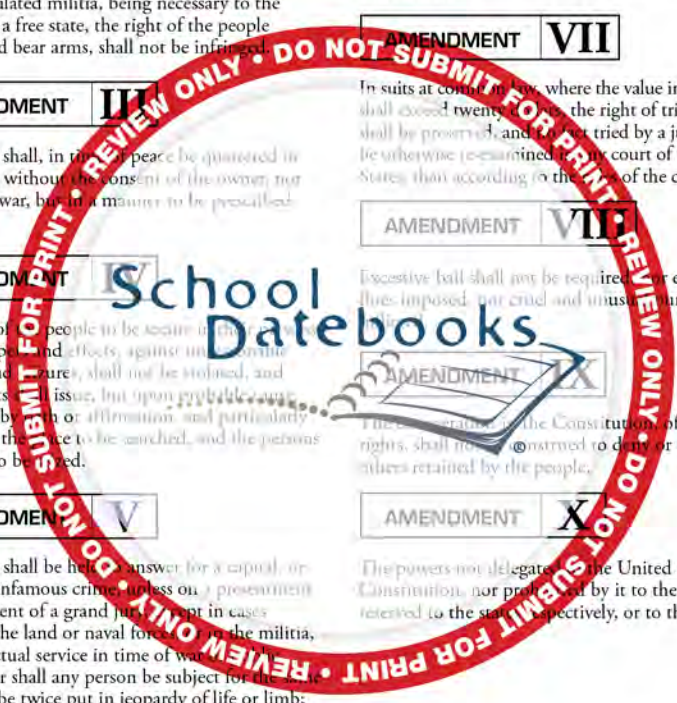
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments

**AMENDMENT IX**

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

**AMENDMENT X**

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





# CIVICS *United States presidents*

No.	President	Party	Native State	Dates of term(s)	Vice President
{1}	<i>George Washington</i>	Unaffiliated.	Virginia <sup>1</sup>	April 30, 1789-March 3, 1797	John Adams
{2}	<i>John Adams</i>	Fed.	Massachusetts <sup>2</sup>	March 4, 1797-March 3, 1801	Thomas Jefferson
{3}	<i>Thomas Jefferson</i> <i>Thomas Jefferson</i>	Dem.-Rep.	Virginia <sup>1</sup>	March 4, 1801-March 3, 1805 March 4, 1805-March 3, 1809	Aaron Burr George Clinton
{4}	<i>James Madison</i> <i>James Madison</i>	Dem.-Rep.	Virginia <sup>1</sup>	March 4, 1809-March 3, 1813 March 4, 1813-March 3, 1817	George Clinton* Elbridge Gerry*
{5}	<i>James Monroe</i>	Dem.-Rep.	Virginia <sup>1</sup>	March 4, 1817-March 3, 1825	Daniel D. Tompkins
{6}	<i>John Quincy Adams</i>	Dem.-Rep.	Massachusetts <sup>2</sup>	March 4, 1825-March 3, 1829	John C. Calhoun
{7}	<i>Andrew Jackson</i> <i>Andrew Jackson</i>	Dem.	Carolinas <sup>3</sup>	March 4, 1829-March 3, 1833 March 4, 1833-March 3, 1837	John C. Calhoun* Martin Van Buren
{8}	<i>Martin Van Buren</i>	Dem.	New York	March 4, 1837-March 3, 1841	Richard M. Johnson
{9}	<i>William Henry Harrison*</i>	Whig	Virginia <sup>1</sup>	March 4, 1841-March 3, 1841	John Tyler
{10}	<i>John Tyler</i>	Whig	Virginia	April 6, 1841-March 3, 1845	
{11}	<i>James K. Polk</i>	Dem.	North Carolina	March 4, 1845-March 3, 1849	George M. Dallas
{12}	<i>Zachary Taylor*</i>	Whig	Virginia	March 4, 1849-July 9, 1850	Millard Fillmore
{13}	<i>Millard Fillmore</i>	Whig	New York	July 10, 1850-March 3, 1853	
{14}	<i>Franklin Pierce</i>	Dem.	New Hampshire	March 4, 1853-March 3, 1857	William R. King*
{15}	<i>James Buchanan</i>	Dem.	Pennsylvania	March 4, 1857-March 3, 1861	John C. Breckinridge
{16}	<i>Abraham Lincoln</i> <i>Abraham Lincoln*</i>	Rep.	Kentucky	March 4, 1861-March 3, 1865	Hannibal Hamlin Andrew Johnson
{17}	<i>Andrew Johnson</i>	Rep.	North Carolina	April 15, 1865-March 3, 1869	
{18}	<i>Ulysses S. Grant</i> <i>Ulysses S. Grant</i>	Rep.	Ohio	March 4, 1869-March 3, 1873 March 4, 1873-March 3, 1877	Schuyler Colfax Henry Wilson*
{19}	<i>Rutherford B. Hayes</i>	Rep.	Ohio	March 4, 1877-March 3, 1881	William A. Wheeler Chester A. Arthur
{20}	<i>James A. Garfield</i>	Rep.	Ohio	March 4, 1881-Sept. 19, 1881	
{21}	<i>Chester A. Arthur</i>	Rep.	Vermont	Sept. 19, 1881-March 3, 1885	
{22}	<i>Grover Cleveland</i>	Dem.	New Jersey	March 4, 1885-March 3, 1889	Thomas A. Hendricks*
{23}	<i>Benjamin Harrison</i>	Rep.	Ohio	March 4, 1889-March 3, 1893	Levi P. Morton
{24}	<i>Grover Cleveland</i>	Dem.	New Jersey	March 3, 1893-March 3, 1897	Adlai E. Stevenson
{25}	<i>William McKinley</i> <i>William McKinley</i>	Rep.	Ohio	March 4, 1897-March 3, 1901 March 4, 1901-Sept. 14, 1901	Theodore Roosevelt
{26}	<i>Theodore Roosevelt</i> <i>Theodore Roosevelt</i>	Rep.	Ohio	Sept. 14, 1901-March 3, 1905 March 4, 1905-March 3, 1909	Charles W. Fairbanks Joseph S. Sherman*
{27}	<i>William Taft</i>	Rep.	Ohio	March 4, 1909-March 3, 1913	Thomas R. Marshall
{28}	<i>Woodrow Wilson</i> <i>Woodrow Wilson</i>	Dem.	Delaware	March 4, 1913-March 3, 1917 March 4, 1917-March 3, 1921	Thomas R. Marshall Cohen Coolidge
{29}	<i>Warren G. Harding</i>	Rep.	Ohio	March 4, 1921-March 3, 1923	Charles G. Dawes
{30}	<i>Calvin Coolidge</i> <i>Calvin Coolidge</i>	Rep.	Massachusetts	August 2, 1923-October 3, 1925 October 3, 1925-October 3, 1929	Charles Curtis John N. Garner
{31}	<i>Herbert Hoover</i>	Rep.	Indiana	February 28, 1930-March 3, 1933	Charles Curtis
{32}	<i>Franklin D. Roosevelt</i> <i>Franklin D. Roosevelt</i> <i>Franklin D. Roosevelt</i> <i>Franklin D. Roosevelt</i>	Dem.	New York	March 4, 1933-March 3, 1937 March 29, 1937-Jan. 30, 1941 Jan. 20, 1941-Jan. 20, 1945 Jan. 20, 1945-April 12, 1945	Henry A. Wallace Harry S. Truman
{33}	<i>Harry S. Truman</i> <i>Harry S. Truman</i>	Dem.	Missouri	April 12, 1945-Jan. 20, 1949 Jan. 21, 1949-Jan. 20, 1953	Alben W. Barkley Richard M. Nixon
{34}	<i>Dwight D. Eisenhower</i> <i>Dwight D. Eisenhower</i>	Rep.	Texas	Jan. 20, 1953-Jan. 20, 1957 Jan. 20, 1957-Jan. 20, 1961	
{35}	<i>John F. Kennedy*</i>	Dem.	Massachusetts	Jan. 20, 1961-Nov. 22, 1963	Lyndon B. Johnson
{36}	<i>Lyndon B. Johnson</i> <i>Lyndon B. Johnson</i>	Dem.	Texas	Nov. 22, 1963-Jan. 20, 1965 Jan. 20, 1965-Jan. 20, 1969	Hubert H. Humphrey Spiro T. Agnew*
{37}	<i>Richard M. Nixon</i> <i>Richard M. Nixon*</i>	Rep.	California	Jan. 20, 1969-Jan. 20, 1973 Jan. 20, 1973-Aug. 9, 1974	Gerald R. Ford*
{38}	<i>Gerald R. Ford</i>	Rep.	Nebraska	Aug. 9, 1974-Jan. 20, 1977	Nelson Rockefeller
{39}	<i>James E. Carter, Jr.</i>	Dem.	Georgia	Jan. 20, 1977-Jan. 20, 1981	Walter Mondale
{40}	<i>Ronald Reagan</i> <i>Ronald Reagan</i>	Rep.	Illinois	Jan. 20, 1981-Jan. 20, 1985 Jan. 20, 1985-Jan. 20, 1989	George H. W. Bush
{41}	<i>George H. W. Bush</i>	Rep.	Massachusetts	Jan. 20, 1989-Jan. 20, 1993	Dan Quayle
{42}	<i>William J. Clinton</i> <i>William J. Clinton</i>	Dem.	Arkansas	Jan. 20, 1993-Jan. 20, 1997 Jan. 20, 1997-Jan. 20, 2001	Albert Gore, Jr.
{43}	<i>George W. Bush</i> <i>George W. Bush</i>	Rep.	Connecticut	Jan. 20, 2001-Jan. 20, 2005 Jan. 20, 2005-Jan. 20, 2009	Richard B. Cheney
{44}	<i>Barack H. Obama</i> <i>Barack H. Obama</i>	Dem.	Hawaii	Jan. 20, 2009-Jan. 20, 2013 Jan. 20, 2013-Jan. 20, 2017	Joseph R. Biden, Jr.
{45}	<i>Donald Trump</i>	Rep.	New York	Jan. 20, 2017-Jan. 20, 2021	Mike Pence
{46}	<i>Joseph R. Biden, Jr.</i>	Dem.	Delaware	Jan. 20, 2021-	Kamala Harris

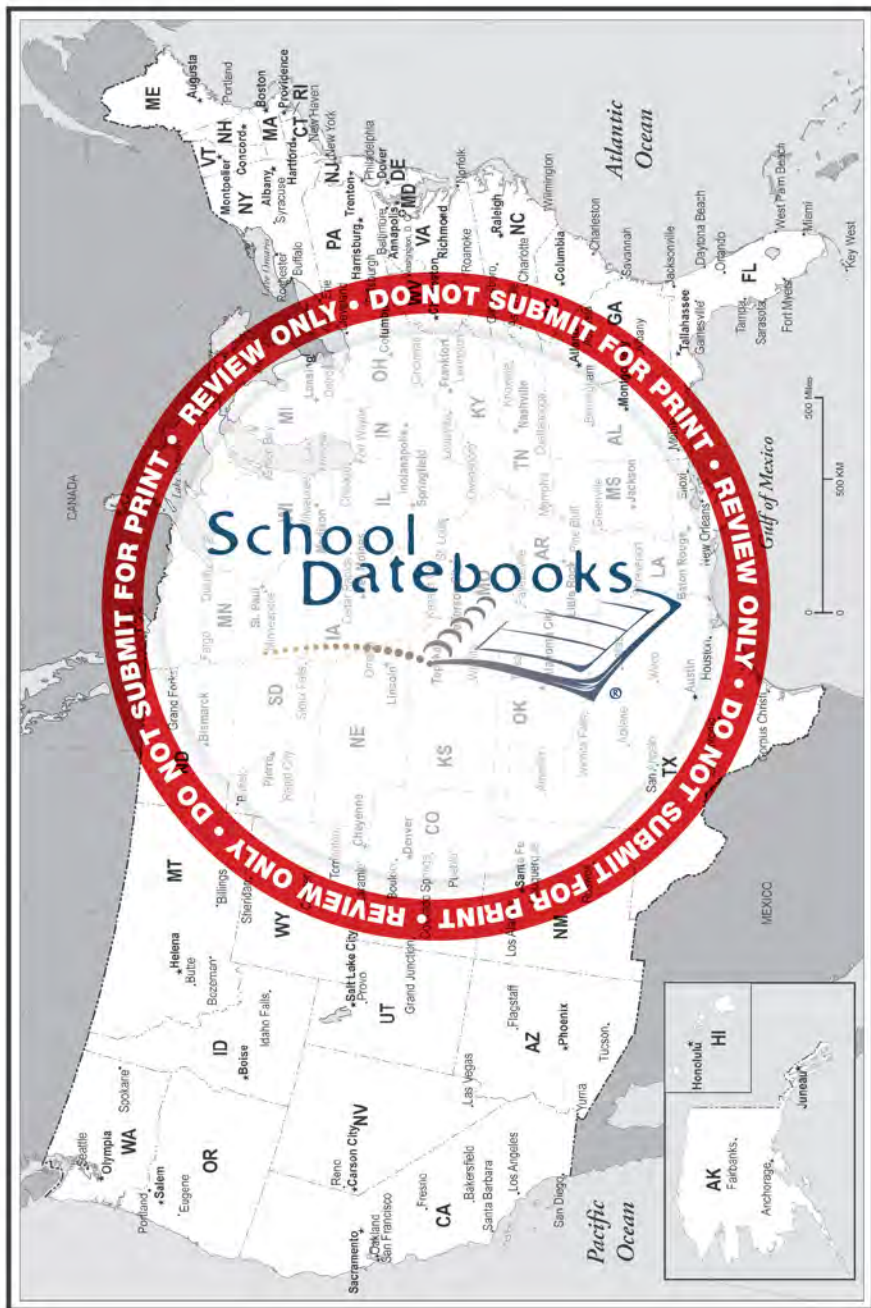
(\*did not finish term, <sup>1</sup>born as subjects of Great Britain before United States was established)

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

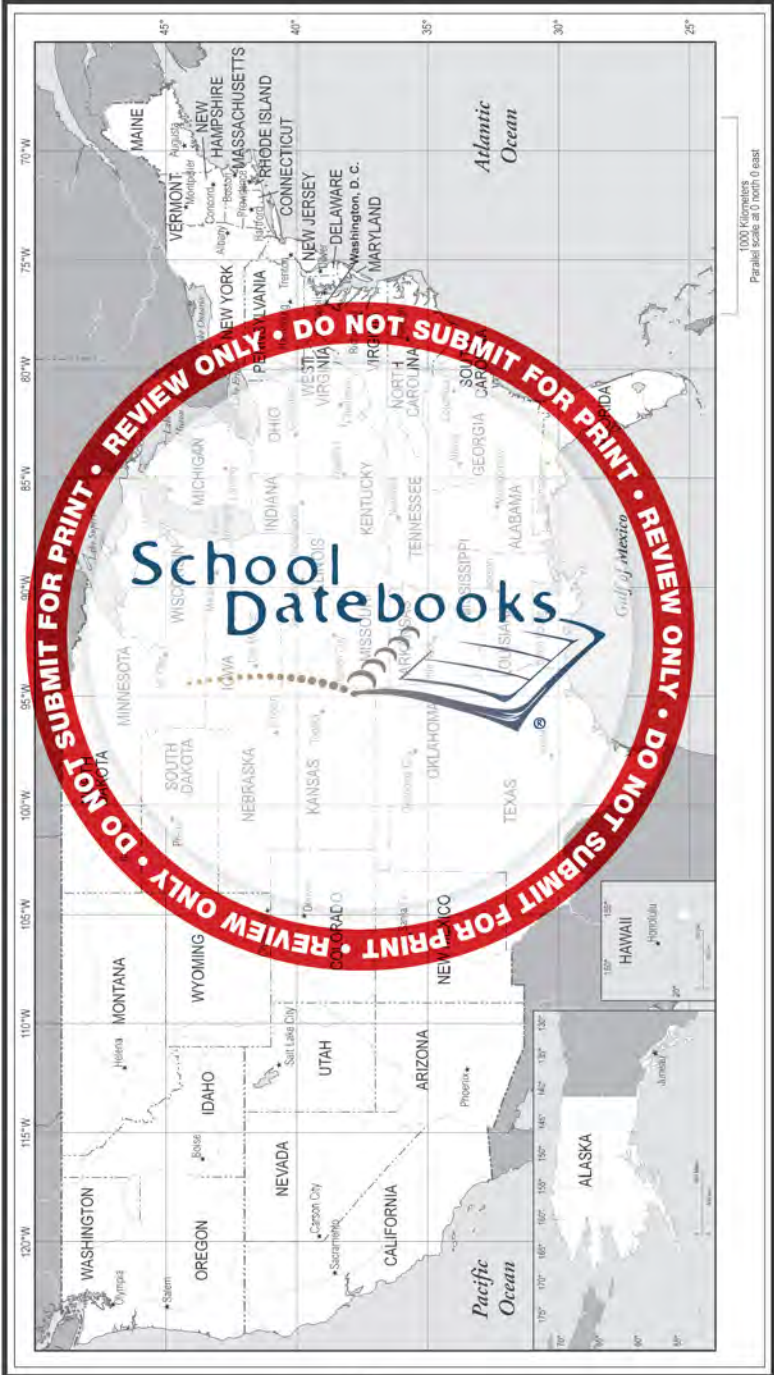




# GEOGRAPHY *United States map*

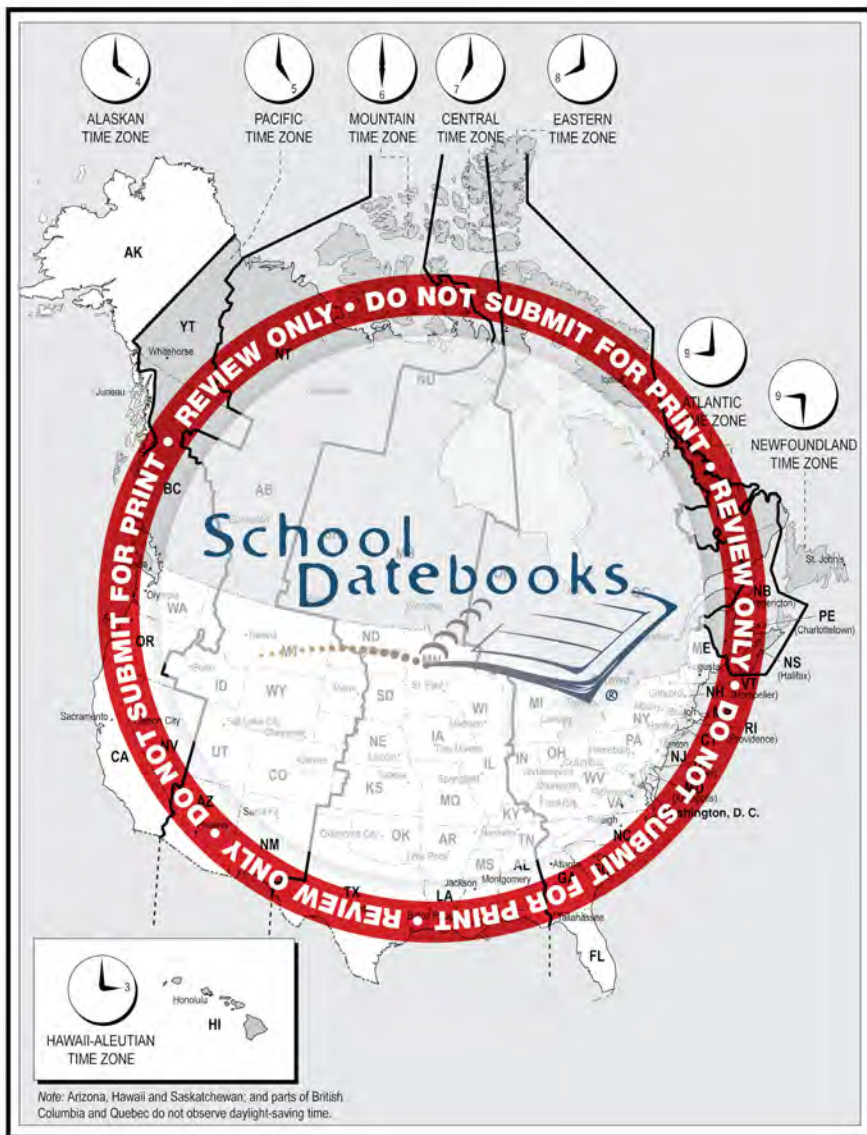


# GEOGRAPHY *United States map with longitude & latitude*



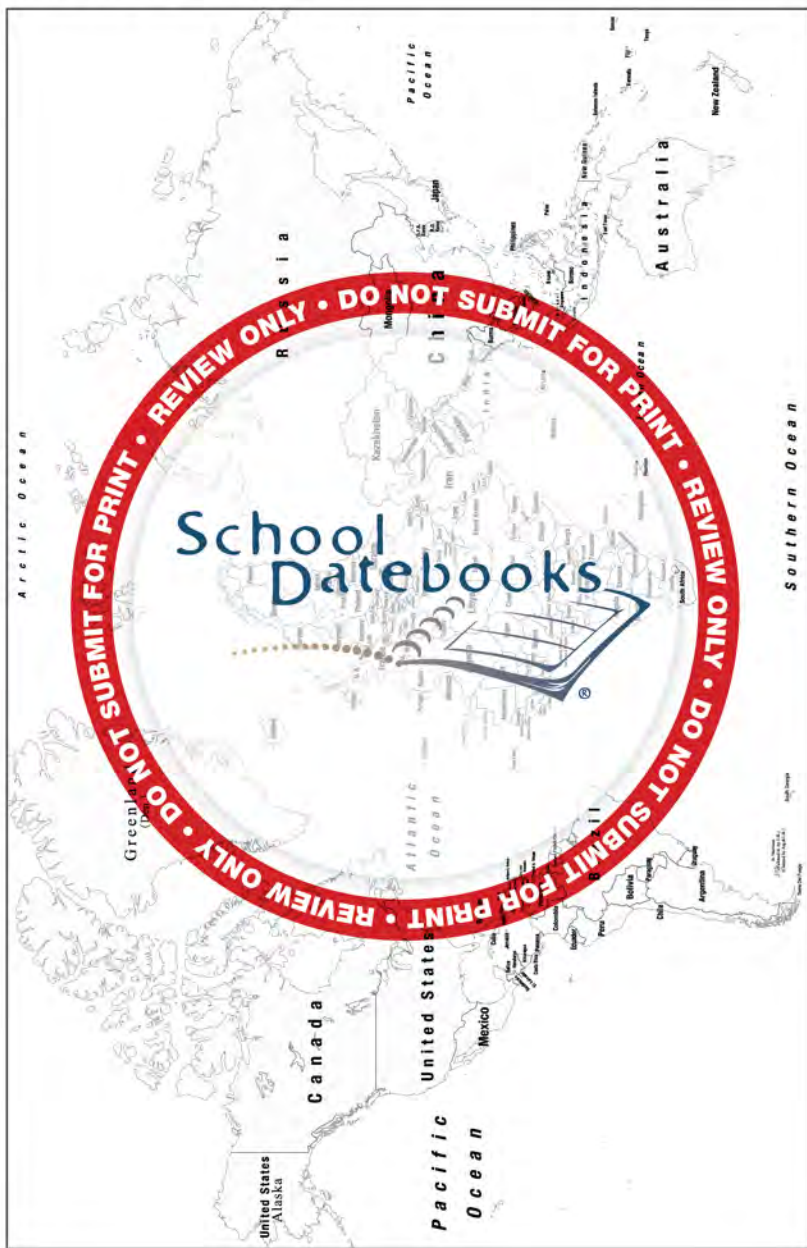


# GEOGRAPHY *U.S. & Canada time zones*





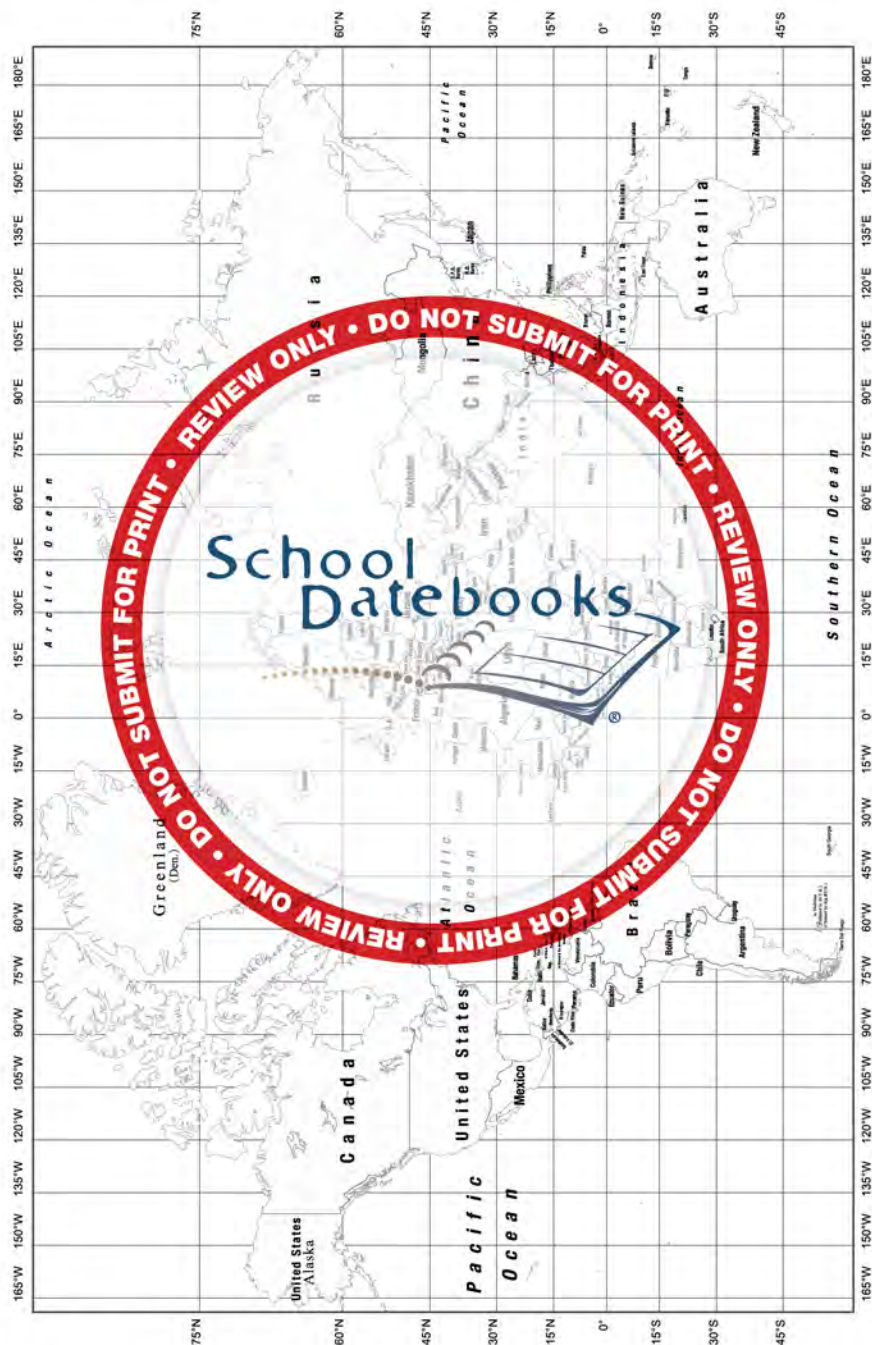
# GEOGRAPHY *world map*







# GEOGRAPHY *world map with longitude & latitude*





# Be kind to your mother

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

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

- Five recycled liter plastic bottles can produce enough fiberfill to stuff a ski jacket.
- Every year in the world of old eat 6 billions boxes of cereal. The number of plates and cups Americans throw away each year.
- Manufacturing a standard disposable battery takes 50 times more power than it produces. Solution: Use rechargeable batteries.
- Just one gallon of motor oil can pollute 250,000 gallons of drinking water.
- 100,000 marine mammals die each year from eating or becoming entangled in plastic debris.
- Every year, Americans toss away enough office and writing paper to build a 12-foot-high wall spanning the miles between New York City and Los Angeles.

Never litter. Ever.

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

Make a deposit.

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

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

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

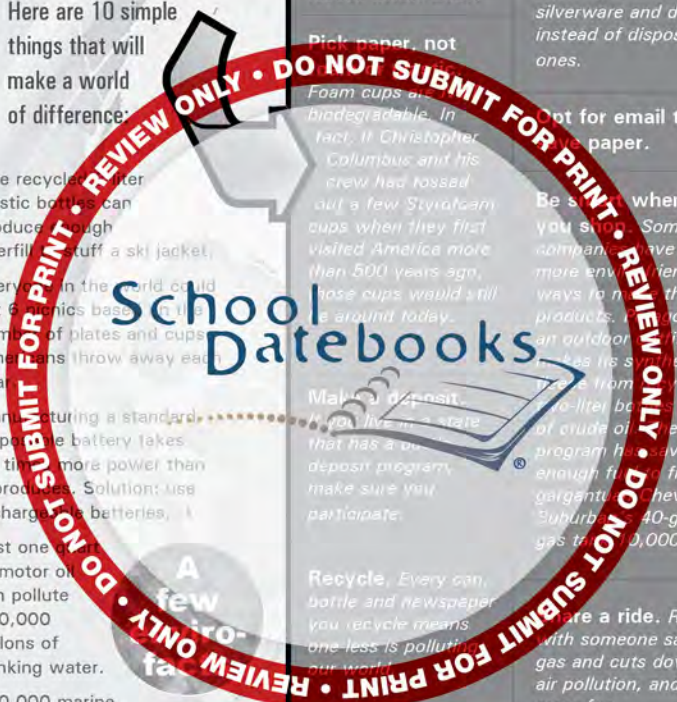
Dish it. Use real silverware and dishes instead of disposable ones.

Opt for email to save paper.

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

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

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





# ENVIRONMENTAL AWARENESS *recycling*

## FACTS

- The normal faucet flow is around 3-5 gallons of water per minute.
- Showers can account for up to 32% of home water use.
- 280 million tires are discarded every year in the United States.
- Polystyrene foam is not biodegradable. In simple terms, the foam cup you throw away today will still be sitting there 500 years from now.
- When motor oil is not disposed properly, it can seep into the ground and contaminate our drinking water. Just one quart of motor oil can pollute 250,000 gallons of drinking water.
- An aluminum can that is not recycled will still litter the earth almost 500 years later.
- The average office worker throws away about 180 lbs. of recyclable paper every year.
- Hot dogs last up to 20-25 years in a landfill.
- 70% of the trash that people throw away can be recycled.
- Each person throws away an average of 4.5 pounds of garbage each year.
- Americans throw away enough aluminum every three months to rebuild our entire commercial air fleet.

## WHAT CAN BE RECYCLED?

Items to Recycle	How to Prepare Them
Aluminum, Steel, and Tin Cans	Rinse and dry them out completely.
Newspaper	Roll up newspapers and place in brown paper bags. Flatten bags across into 12" x 18" sheets.
Glass	Rinse and remove metal or plastic caps and lids. Sort by color: brown, green, and clear.
Plastics	Rinse and separate by number.
Corrugated Cardboard	Break down boxes.
Office Paper	Separate into white, colored, and glossy stacks. Remove sticky tabs and staples.
Motor Oil	Collect in a clean container no larger than 5 gallons.
Tires	Check with your local recycler. Some communities limit the number of tires accepted per year from individuals.



Reduce



Reuse



Recycle



# HEALTHY LIVING *about drinking alcohol*

## ALCOHOL



### How Can Alcohol Affect Me?

- Alcohol goes directly into the bloodstream, which is why it affects every system in the body.
- Heavy drinking can cause cirrhosis and cancer of the liver.
- Children in families with alcoholic members are at a higher risk for alcoholism.
- Alcohol abuse can lead to both homicides and suicides.
- Drinking can cause serious injuries and 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 and central nervous system damage and memory loss.

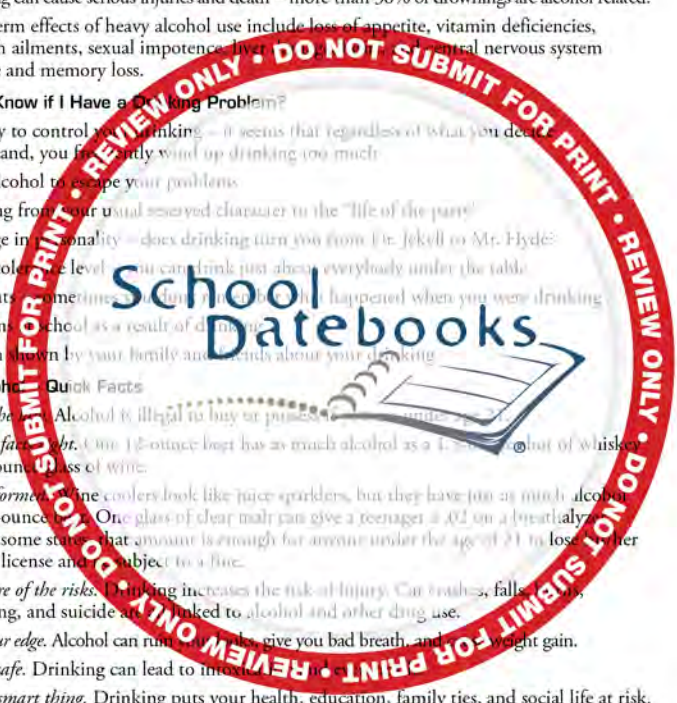
### How Do I Know if I Have a Drinking Problem?

- inability to control your drinking – it seems that regardless of what you decide beforehand, you find yourself 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 Mr. Jekyll to Mr. Hyde?
- a high tolerance level – you can drink just about everybody under the table
- blackouts – some time 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 21.
- (2) *Get the facts.* A 12-ounce beer has as much alcohol as a 4-ounce shot of whiskey or a 5-ounce glass of wine.
- (3) *Stay informed.* Some coolers look like juice splatters, but they have 100 or more calories as a 12-ounce can. One glass of clear malt can give a teenager a BAC on a breathalyzer test. In some states, that amount is enough for someone under the age of 21 to lose their driver’s license and be subject to a fine.
- (4) *Be aware of the risks.* Drinking increases the risk of injury, car crashes, falls, drowsy driving, drowning, and suicide and is linked to alcohol and other drug use.
- (5) *Keep your edge.* Alcohol can numb your senses, give you bad breath, and cause weight gain.
- (6) *Play it safe.* Drinking can lead to intoxication and alcohol poisoning.
- (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 on 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.





## SMOKING CIGARETTES

### Risks

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

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

### Facts

- 11.9 percent of high-school students report current use of smoked tobacco products. Consumption of spit tobacco leads to various oral cancers and a host of other diseases. In addition, it can be addictive.
- Smoking can cause or further increase stress, nervousness, and agitation rather than calm you down.
- Addiction to cigarettes frequently leads to drug and alcohol addiction.
- Cigarettes are known killers—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? 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 with smoke cigarettes.
- (3) *Be aware of the risks.* Smoking can cause physical ailments 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.

School Datebooks

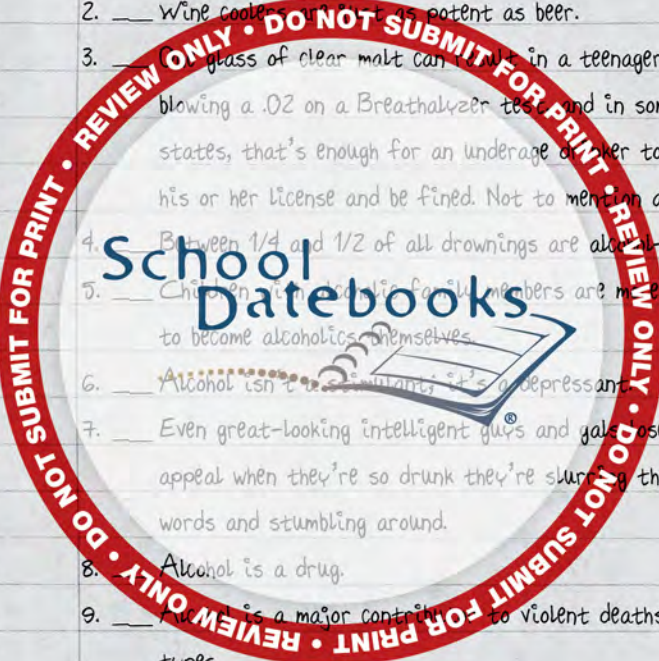


## How well do you really know alcohol?

True or false?

1. \_\_\_ One 12-ounce beer or a 5-ounce glass of wine has as much alcohol as a 1.5-ounce shot of whiskey.
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 driver 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 in alcoholic families are more likely to become alcoholics themselves.
6. \_\_\_ Alcohol isn't a stimulant; it's a depressant.
7. \_\_\_ Even great-looking intelligent guys and gals 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.)





# FACT AND FICTION:

## Substances and your body

### Home is where the heart is.

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

### Alcohol

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

#### Drinking...

...makes skin **red** and dry, causing cracking, blemishes, and blotchiness of the skin, especially on the face and stomach regions.

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

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

**Learn More At:**  
[www.alcohol-facts.net](http://www.alcohol-facts.net)

### Tobacco

A **poisonous** plant which contains nicotine, an addictive stimulant. Out of 20 often-used drugs, nicotine ranked third most addictive, just behind Heroin and Cocaine.

#### Tobacco...

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

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

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

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

School Datebooks



## "Addiction" Defined:

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

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



# FACT AND FICTION:

## Substances and your body

### Illegal Drugs...

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

...can cause irreversible damage to the mind and body. For example, cocaine can cause strokes and seizures, even in young people. 10 percent of people who try heroin will become addicted. Our bodies are fragile. Don't risk your future. This is not a game.

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

Learn More At:  
[www.drugalcohol-rehab.com/illegal-drugs.htm](http://www.drugalcohol-rehab.com/illegal-drugs.htm)

## School Datebooks

**COCAINE**



Addiction Rank: 2nd  
 Harmfulness: 3rd

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

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

**HEROIN**



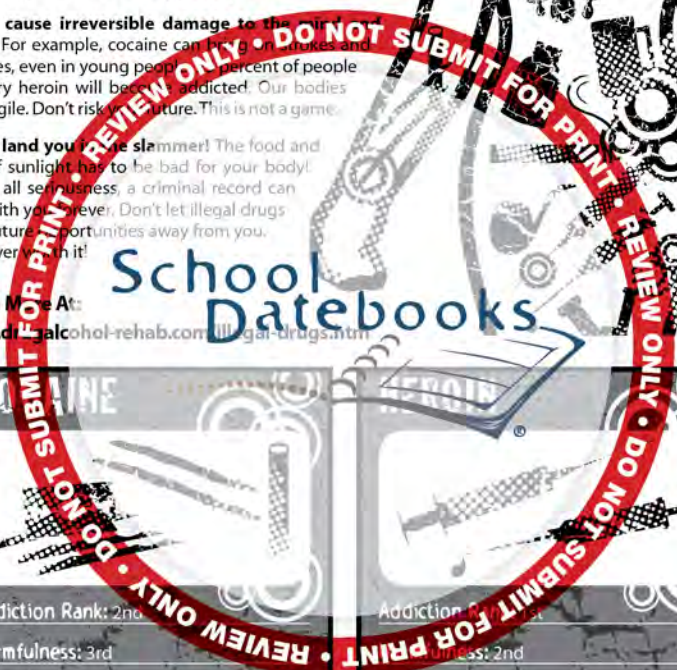
Addiction Rank: 1st  
 Harmfulness: 2nd

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

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

### Drug Cards:

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







# FACT AND FICTION:



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

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



## Addiction Problem:

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

### First Stage:

- An increased tolerance to alcohol.
- Drinking more often and in larger amounts.
- Drinking without activities, drink a reckless or "big shot" competition.
- Blindness to the growing problem drinking is causing.
- Stress upon social, family, and professional relationships.

### Second Stage:

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

### Third and Fourth Stages:

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

## Body Damage:

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

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

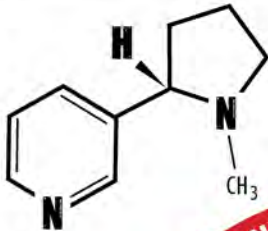
**Liver** - Cirrhosis and Hepatitis

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

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



# FACT AND FICTION:



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

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

<b>Addictive:</b>	rank: 2nd
<b>Harmful:</b>	rank: 1st
<b>Description:</b>	naturally occurring insecticide
<b>Side Effects:</b>	Severe irritative, gum and mouth disease, dizziness, tooth decay, altered brain chemistry, sores, cancer

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

Smoking tobacco can cause gum recession, accelerated tooth decay, reduced sense of taste, and oral cancer.

### Addiction Profile:

Nicotine dependence becomes a part of everyday life. Nicotine is used to fill voids of physical/mental states such as hunger, boredom, relaxation, and stress reduction. Addicts begin to believe it's the only way they can participate in life. To feel normal is with nicotine. In the end, an addicted person will know that a cigarette or dip will help when it's not doing exactly the opposite.

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

## Body Damage:

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

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

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



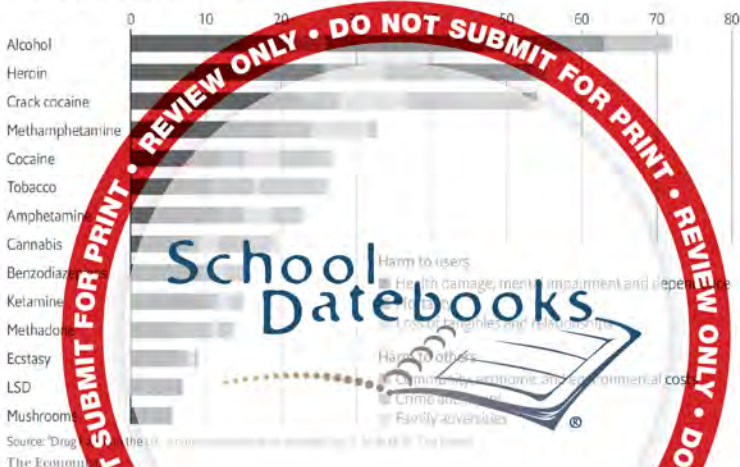
## FACT AND FICTION:

### Drugs: Collateral Damage

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

#### Paying through the nose

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



### BARBITURATES

**Addiction Rank:** 4th

**Harmfulness:** 7th

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

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

### CANNABIS

**Addiction Rank:** 11th

**Harmfulness:** 8th

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

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



## FACT AND FICTION:

MYTH:

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

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



MYTH:

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

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

## School Datebooks



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

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

MYTH:

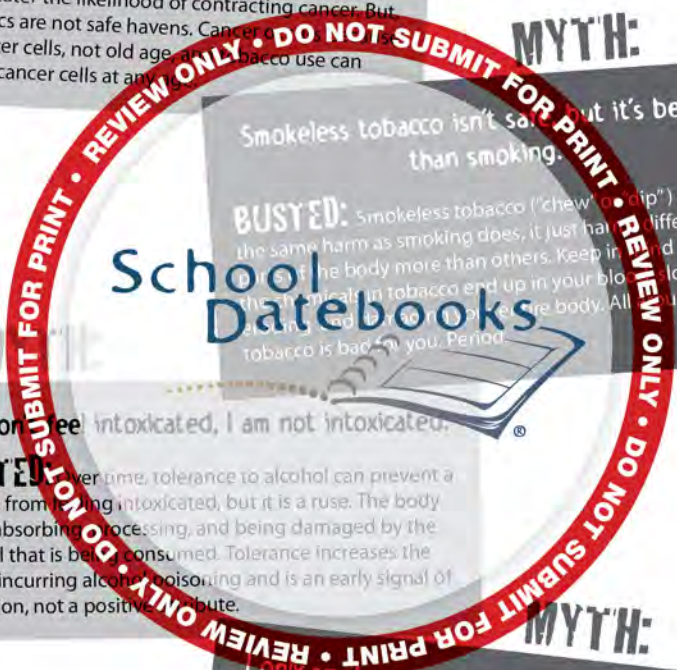
I only smoke socially. I can't become addicted.

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

MYTH:

My problems are solved by taking drugs and drinking.

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



# HEALTHY LIVING *body mass index chart*



## YOUR BODY MASS INDEX

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

### Calculating your BMI:

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

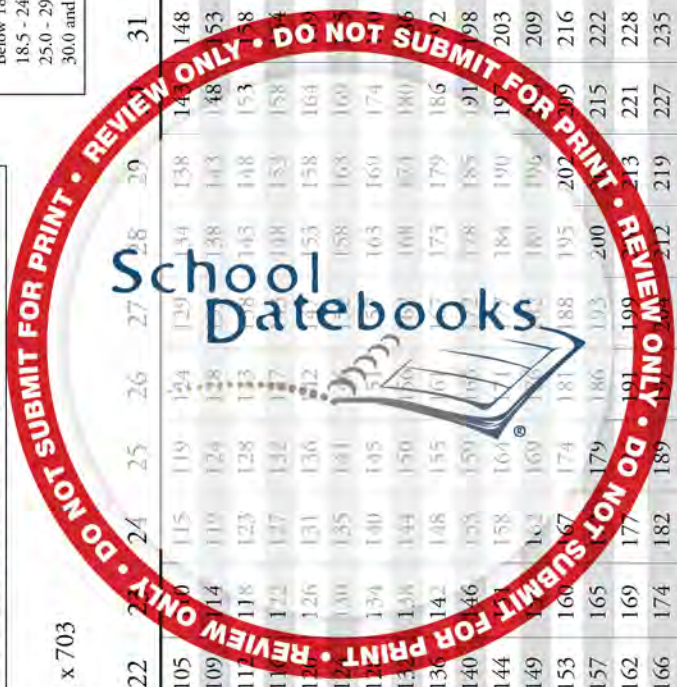
### FOR ADULTS 20 YEARS AND OLDER, BMI FALLS INTO ONE OF THESE CATEGORIES:

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

BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
4'10" (58")	91	96	100	105	110	115	119	124	129	134	138	142	146	148	153	158	162	167
4'11" (59")	94	99	104	109	114	119	124	128	133	138	143	148	152	155	158	163	168	173
5' (60")	97	102	107	111	116	121	126	131	135	140	145	149	153	156	163	168	174	179
5'1" (61")	100	106	111	116	121	126	131	136	141	146	151	155	159	162	169	174	180	185
5'2" (62")	104	109	115	120	125	130	135	140	145	150	155	159	163	166	175	180	186	191
5'3" (63")	107	113	118	123	128	133	138	143	148	153	158	163	167	170	180	186	191	197
5'4" (64")	110	116	122	127	132	137	142	147	152	157	162	167	171	174	186	192	197	204
5'5" (65")	114	120	126	131	136	141	146	151	156	161	166	171	175	178	192	198	204	210
5'6" (66")	118	124	130	136	142	148	154	160	166	172	178	184	189	192	208	216	223	230
5'7" (67")	121	127	134	140	146	153	160	166	173	179	186	192	198	204	211	217	223	230
5'8" (68")	125	131	138	144	151	158	164	171	178	185	191	198	203	210	216	223	230	236
5'9" (69")	128	135	142	149	156	162	169	176	183	190	196	202	209	216	223	230	236	243
5'10" (70")	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	250
5'11" (71")	136	143	150	157	165	172	179	186	193	200	207	215	222	229	236	243	250	258
6' (72")	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	257	265
6'1" (73")	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	264	272
6'2" (74")	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	279
6'3" (75")	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	287

Source: National Centers for Disease Control

weight (in pounds)





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## BREAKFAST

## Myths & Facts

Breakfast is the most misunderstood meal. All kinds of negative myths about it may prompt you to skip it, but it'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 does not speed up metabolism. 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—cereal, toast, an egg, and/or some fruit.*

**MYTH:** *Breakfast will make me hungry later.*

**FACT:** *You'll get hungry later in the day with or without breakfast. Eating does not make you hungry. An empty stomach does!*

**MYTH:** *Breakfast will put me to sleep in class.*

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

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

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

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

From light fare to full 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: Fried rice, eggs
- RUSSIA: Bread, sausage
- SCOTLAND: Oatcakes, scones
- SPAIN: Roll with butter and jam
- TURKEY: White cheese, tomatoes, black olive bread
- WALES: Laverbread (from seaweed) and cickies

### 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 \_\_\_\_\_.



wellness

BREAKFAST

## Who Needs It?

What does it take to get you going in the morning, besides a clock that's racing 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 as you head to school. And the best breakfast includes a variety of foods—bread or cereal, protein (eggs, and milk or yogurt).

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

### Quick Takes

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

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



## School Datebooks

*Two for the Price of One*

Double up on your energy, so you can double up on your success.

- Eat breakfast while you read notes for your next class or presentation
- Eat and skim the sports page
- Eat and score one for your parents by sitting down with the family in the morning

"All 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, and you could end up in the back of a squad car. Let's be real. There's just no way underage drinking could be worth all the embarrassment, the threat to your future, or the legal ramifications associated with being arrested.

You might mistake alcohol for a harmless high or an innocent way to overcome social inhibitions; but downing a few beers or shots of vodka can have plenty of short-term negative consequences, like slurred speech, vomiting, poor judgement, and a horrible next day hangover that could last for 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, "Underage 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 the more they start drinking alcohol, the more likely it is that they will become alcoholics – so dependent on alcohol they can't function day to day without it.
- Young people are 6.5 times more likely to be killed by alcohol than by all other illegal drugs combined.
- Auto accidents, homicides, and suicides are the top causes of death for 15- to 24-year-olds, and alcohol factors prominently in all three.
- Nearly 40 percent of traffic deaths have an alcohol component, and alcohol contributes to 88,000 deaths in the United States each year. If you doubt this is true, then pay close attention to TV news accounts each year around the time that schools take their spring breaks. You'll undoubtedly hear of some students who lost their lives due to irresponsible drinking.



HEALTHY LIVING *COVID - preventing the spread*

# Preventing the Spread of COVID-19 at School



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



# HEALTHY LIVING *COVID - preventing the spread*

## Preventing the Spread of COVID-19 at School

**Sanitize high-contact surfaces**

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

**Cover coughs and sneezes with a tissue**

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

**Use disinfectant wipes or sprays on surfaces that are commonly touched...**

**School Datebooks**

**Do not submit for print when you're not feeling well.**

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

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

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

# HEALTHY LIVING *dietary guidelines*



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

A healthy diet is one that emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk products; includes lean meats, poultry, fish, beans, eggs, and nuts; and is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

Daily recommendations vary depending on age, weight, calorie intake, and exercise patterns. The United States Department of Agriculture (USDA) has developed a website, ChooseMyPlate.gov, to help you figure out the foods and portions that are right for you.

**GRAINS**  
Make half your grains whole

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

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

**VEGETABLES**  
Make half your vegetables dark and green

Eat more dark green vegetables like broccoli or spinach.

Eat more colorful vegetables like carrots and sweet potatoes.

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

Limit starchy vegetables.

**FRUITS**  
Focus on fruits

Eat a variety of fruits.

Choose fresh, frozen, canned, or dried fruits.

Limit fruit juices.

**DAIRY**  
Get lowfat or fat-free when you choose milk, yogurt, and other milk products.

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

Choose lowfat or fat-free when you choose milk, yogurt, and other milk products.

**PROTEIN**  
Go lean with protein

Choose low-fat or lean meats and poultry.

Make it, broil it, grill it.

Include your protein routine. Choose more beans, nuts, and seeds.

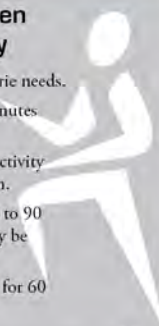
**School Datebooks**

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

To find the foods and portions that are right for you, go to [ChooseMyPlate.gov](http://ChooseMyPlate.gov).

## Find your balance between food and physical activity

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



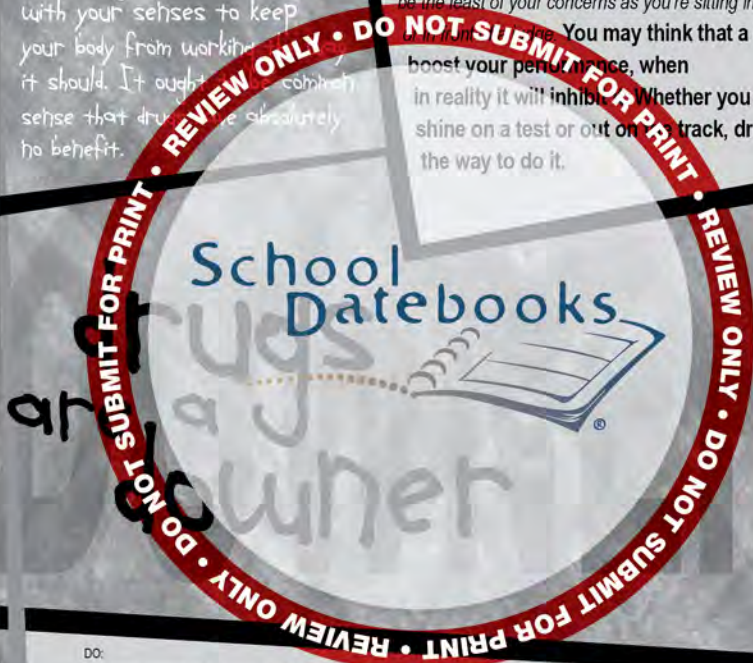
## Know the limits on fats, sugars, and salt (sodium)

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



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

Regardless of their short-term effects – like euphoria, a false sense of self-confidence, serenity, or silliness – **illegal drugs will bring you down.** ◊ Some drugs are addictive. Some cause you to gain weight, while others cause you to lose it uncontrollably. Some give you acne. **Some, like ecstasy, cocaine, crack, or glue can kill you on the spot.** Some drugs are so addictive and expensive that people break the law to pay for them. ◊ Taking drugs without a prescription is illegal. You can get kicked off the team and lose your chance for an athletic or academic scholarship. Those will be the least of your concerns as you're sitting in a jail cell. You may think that a drug will boost your performance, when in reality it will inhibit it. Whether you want to shine on a test or out on the track, drugs aren't the way to do it.



**DO:**

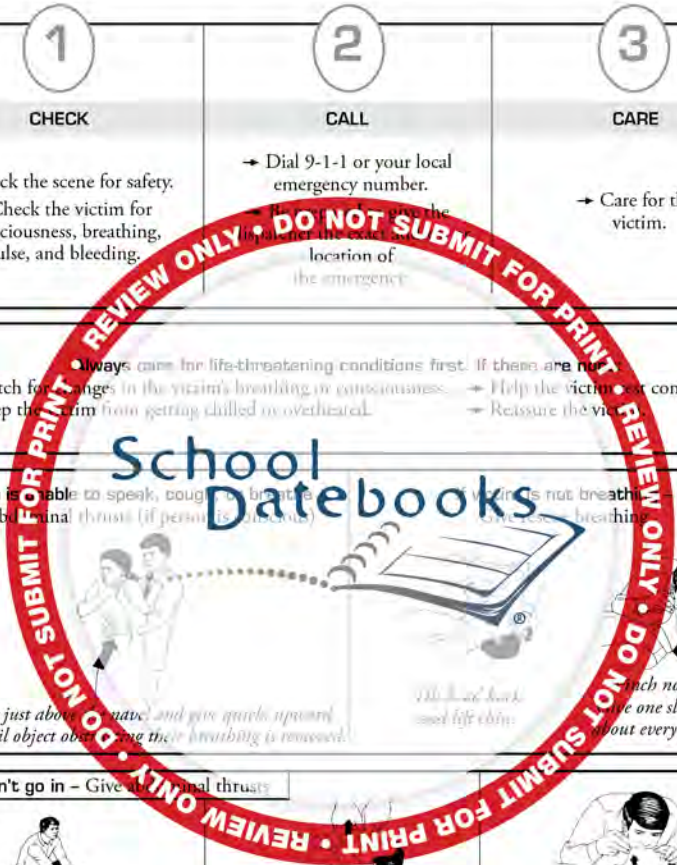
- ◊ Become aware of the signs of drug use so you can guard against it.
- ◊ Alert an adult if you see or hear of illegal drug activity.
- ◊ Confront your friends whom you suspect are using drugs – out of concern for their health.
- ◊ Talk to someone you can trust if you think you may have a drug problem.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

**DONT:**

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



EMERGENCY ACTION STEPS		
<b>1</b> <b>CHECK</b>	<b>2</b> <b>CALL</b>	<b>3</b> <b>CARE</b>
<ul style="list-style-type: none"> <li>→ Check the scene for safety.</li> <li>→ Check the victim for consciousness, breathing, pulse, and bleeding.</li> </ul>	<ul style="list-style-type: none"> <li>→ Dial 9-1-1 or your local emergency number.</li> <li>→ Provide the exact location of the emergency.</li> </ul>	<ul style="list-style-type: none"> <li>→ Care for the victim.</li> </ul>
<p>→ Watch for changes in the victim's breathing or consciousness. → Help the victim rest comfortably.</p> <p>→ Keep the victim from getting chilled or overheated. → Reassure the victim.</p>		
<p><b>School Datebooks</b></p> <p>If victim is unable to speak, cough, or breathe → Give abdominal thrusts (if person is conscious)</p> <p>If victim is not breathing → Give rescue breathing</p> <p>Place fist just above the navel and give quick upward thrusts until object obstructing their breathing is removed.</p> <p>Tilt head back and give one slow breath about every 5 seconds.</p>		
<p><b>If air won't go in – Give abdominal thrusts</b></p> <p>Give up to 5 abdominal thrusts.</p>	<p><b>If air won't go in – Give abdominal thrusts</b></p> <p>Look for and clear any objects from mouth.</p>	<p><b>If air won't go in – Give abdominal thrusts</b></p> <p>Tilt head back and reattempt breaths. Repeat steps until breaths go in.</p>
<p><b>If not breathing and no pulse – Give CPR</b></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>	





# HEALTHY LIVING *evaluating internet sources*

## EVALUATING INTERNET SOURCES

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

Use this checklist  to figure out if the online source you're using is reliable.

### Evaluate the WEBSITE

- What is the domain?** Look at the Web address for clues about what kind of website you're using.

Available domains:

.edu: a school, college, or university  
 .gov: a government agency

? Check carefully

.com: a commercial business  
 .net: a network  
 .org: an advocacy group

- Is it easy to navigate?** A reliable website will make it easy to find what you need.
- Are there a lot of typos?** Spelling and grammar mistakes probably mean it's not trustworthy.

### Evaluate the AUTHOR

- Is there an author listed?** The author should be easy to identify and contact.
- Is he/she an expert?** The author should be qualified to write on this subject.
- What else has he/she published?** An author is more reliable if he or she has published other works.

### Evaluate the INFORMATION

- Is it current and accurate?** The information should be up to date and include references.
- Can you find it elsewhere?** Make sure the information appears in other reliable sources, such as news, books, and articles.
- Is it fact or opinion?** Be sure to note when you're using someone's opinion and when you're using proven facts.

Hint

Trust your gut! If something doesn't seem right, it probably isn't.

NetSmartz.org/TipSheets

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

**ASL**  
 AMERICAN ASSOCIATION  
 OF SCHOOL LIBRARIANS





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 folk, right? Think again.

## 1 in 5 Teens Losing Hearing

According to the Hearing Health Foundation, 1 in 5 children 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. And 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 listen well for years to come.

"Hearing protection is a sound investment."

— Unknown

## Tune In With Care

Psychologists at the American Speech-Language and Hearing Association suggest these hearing-protecting tips for using portable music players:

- ✔ Keep the volume down
- ✔ Limit the time you listen
- ✔ Take breaks rather than listening continuously

✔ Switch to earbuds to avoid isolating earphones

*Some other suggestions:*

- Caution your friends of the dangers
- Learn more at [www.asha.org](http://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
- At 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	SAFE EXPOSURE TIME
90 dB SPL (subway sounds)	2 hours
100 dB SPL (factory sounds)	30 minutes
110 dB SPL (headphones, dance place)	15 minutes

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

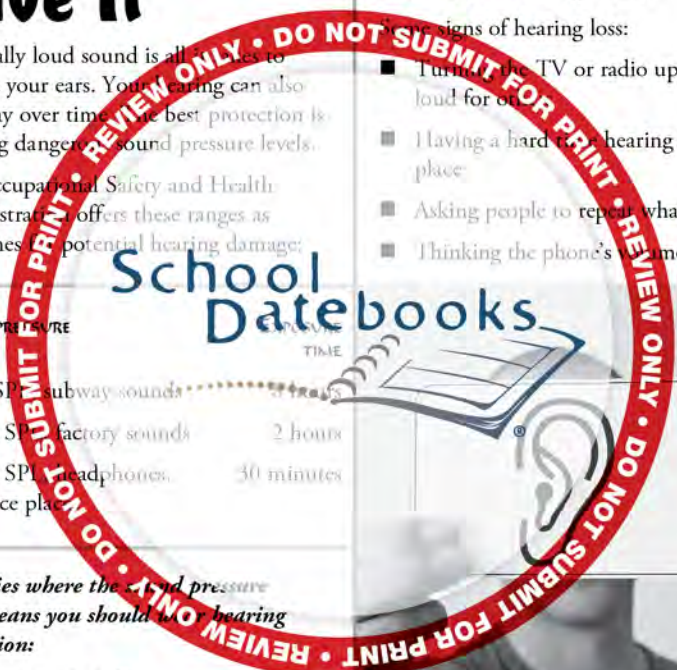
- Band practice, 120 dB
- Rock concert, jack-hammer, 130 dB

## Are You Hearing Well?

Watch for 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



<b>GENERAL CRISIS</b>		
<i>7 Cups of Tea</i>	Online listeners 800-448-3000	<a href="http://www.7cups.com">www.7cups.com</a>
<i>Boys Town Hotline</i> (24 hrs.)		<a href="http://www.boystown.org">www.boystown.org</a>
<i>Crisis Call Center (National Suicide Prevention Lifeline)</i> (24 hrs.)	800-273-8255	<a href="http://www.crisiscenter.org">www.crisiscenter.org</a>
<i>I'm Alive (Online Crisis Network)</i>	Online chat	<a href="http://www.imalive.org">www.imalive.org</a>
<i>Lifeline Crisis Chat (National Suicide Prevention Lifeline)</i> (24 hrs.)	Online chat	<a href="http://suicidepreventionlifeline.org">suicidepreventionlifeline.org</a>
<i>National Center for Missing and Exploited Children</i> (24 hrs.)	800-843-5678	<a href="http://www.missingkids.com">www.missingkids.com</a>
<i>National Runaway Safeline</i> (24 hrs.)	800-RUNAWAY	<a href="http://www.1800runaway.org">www.1800runaway.org</a>
<i>Teen Line</i>	800-852-8336	<a href="http://www.teenlineonline.org">www.teenlineonline.org</a>
<i>Youth America Hotline   Your Life Counts</i>	877-968-8454	<a href="http://www.yourlifecounts.org">www.yourlifecounts.org</a>
<b>ALCOHOL/SUBSTANCE ABUSE</b>		
<i>Al-Anon/Alateen (For Families and Friends of Problem Drinkers)</i>	888-363-6272	<a href="http://www.al-anon.alateen.org">www.al-anon.alateen.org</a>
<i>Alcoholics Anonymous</i>	212-870-3400	<a href="http://www.aa.org">www.aa.org</a>
<i>American Council on Alcoholism</i>	800-322-5144	<a href="http://www.recoverymonth.com">www.recoverymonth.com</a>
<i>Narcotics Anonymous</i>	818-738-9991	<a href="http://www.na.org">www.na.org</a>
<i>National Institute of Alcohol Abuse and Alcoholism</i>	<a href="http://www.niaaa.nih.gov">www.niaaa.nih.gov</a>	<a href="http://www.niaaa.nih.gov">www.niaaa.nih.gov</a>
<b>ABUSE/HEALTH INFO</b>		
<i>American Heart Association</i>	800-AHA-USA-1	<a href="http://www.heart.org">www.heart.org</a>
<i>CDC National Alcoholism Helpline</i>	800-422-6100	<a href="http://www.cdc.gov">www.cdc.gov</a>
<i>CDC National STD Control Center</i>	800-CDC-1513	<a href="http://www.cdc.gov">www.cdc.gov</a>
<i>National Cancer Institute</i>	800-4-A-CANCER	<a href="http://www.cancer.gov">www.cancer.gov</a>
<i>Childhelp National Child Abuse Hotline</i> (24 hrs.)	800-4-A-CHILD	<a href="http://www.childhelp.org">www.childhelp.org</a>
<i>National Organization for Rare Disorders</i>	800-999-5173	<a href="http://www.rarediseases.org">www.rarediseases.org</a>
<i>Office on Women's Health</i>	800-368-5938	<a href="http://www.womenshealth.gov">www.womenshealth.gov</a>
<i>Poison Control Center</i> (24 hrs.)	800-232-1234	<a href="http://www.papc.org">www.papc.org</a>
<i>Rape, Abuse and Incest National Network (RAINN)</i> (24 hrs.)	800-678-HOPE	<a href="http://www.rainn.org">www.rainn.org</a>
<i>Youth Violence Prevention</i>	800-CDC-INFO	<a href="http://www.cdc.gov/youthviolenceprevention">www.cdc.gov/youthviolenceprevention</a>
<b>MENTAL HEALTH</b>		
<i>Depression and Bipolar Support Alliance</i> (24 hrs.)	800-838-3632	<a href="http://www.dbsalliance.org">www.dbsalliance.org</a>
<i>Mental Health America</i>	800-969-6642	<a href="http://www.mentalhealthamerica.net">www.mentalhealthamerica.net</a>
<i>National Alliance on Mental Illness (NAMI) Helpline</i>	800-950-NAMI	<a href="http://www.nami.org">www.nami.org</a>
<i>National Mental Health Consumers' Self-Help</i>	800-950-NAMI	<a href="http://www.mhselfhelp.org">www.mhselfhelp.org</a>
<i>National Eating Disorders Association Helpline</i>	800-931-2237	<a href="http://www.nationaleatingdisorders.org">www.nationaleatingdisorders.org</a>
<i>SAFE Alternatives (Self Abuse Finally Ends)</i>	800-DONT-CUT	<a href="http://www.selfinjury.com">www.selfinjury.com</a>
<b>SEXUAL ORIENTATION/GENDER IDENTITY</b>		
<i>Lesbian, Gay, Bisexual and Transgender National Youth Talkline</i>	800-246-7743	<a href="http://www.glbthotline.org/talkline">www.glbthotline.org/talkline</a>
<i>LYRIC (Center for LGBTQQ Youth)</i>	415-703-6150	<a href="http://www.lyric.org">www.lyric.org</a>
<i>The Trevor Project Lifeline (LGBTQ Ages 13-24)</i> (24 hrs.)	866-488-7386	<a href="http://www.thetrevorproject.org">www.thetrevorproject.org</a>

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





# 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
- » home address
- » sexual messages
- » 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
- » ask a parent or guardian to 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 online

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

**School Datebooks**

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

SIGNED \_\_\_\_\_

SIGNED \_\_\_\_\_

**NetSmartz Workshop**

A PROGRAM OF THE NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

Watch videos and play games at [NSTeens.org](http://NSTeens.org)

Copyright © 2010 National Center for Missing & Exploited Children. All rights reserved.



## 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 passwords 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 for viruses.

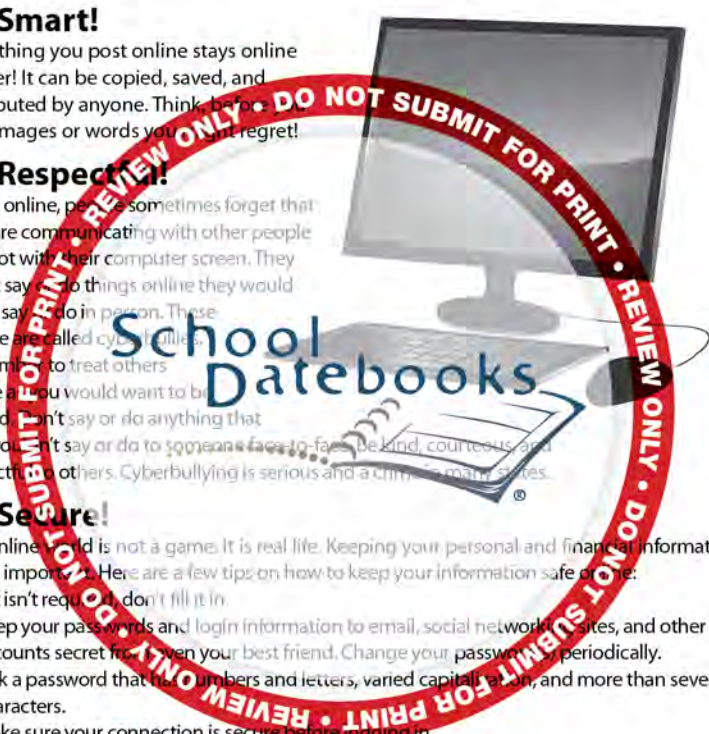
### HAVE YOU OR SOMEONE YOU KNOW...

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

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

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

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



School Datebooks







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 hit 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 get 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 head and rests on the opposite side of the backpack. Use the hip belt, too, to take some of the weight off your back and shoulders.

## Too Much Weight on Your Back?

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

Watch for these signs (maybe unnecessary items):

- A too-heavy zipper notebook
- Extra pair of shoes
- Book you finished reading weeks ago
- Papers and returned papers you could toss
- 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:

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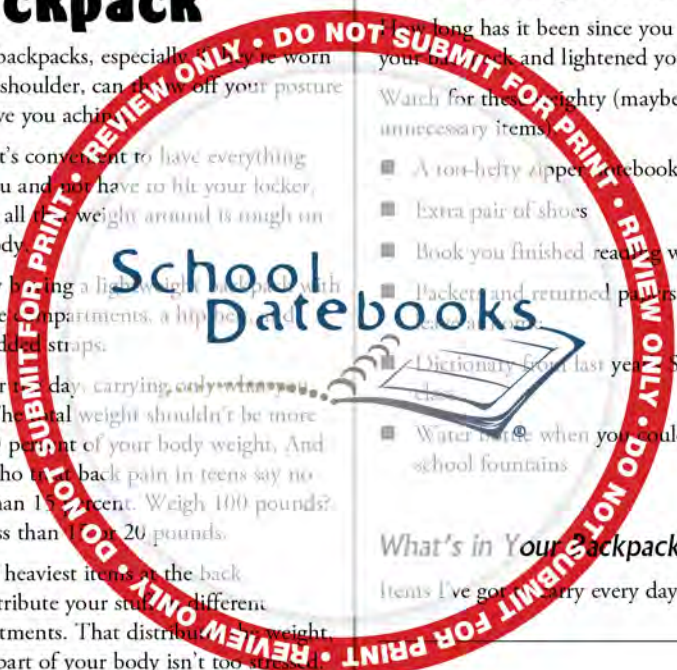
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## Weigh In

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? Well, it's worth a book on your head. If it stays in your face, the mark is 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!

### 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.

### 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.

## School Datebooks

It's never so hard to do as it seems. Some misfortune has made it impossible, even if one can have good posture.

— Corsetta Young

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

— Morihei Ueshiba







wellness

SHOES

# Dress for Your Foot Type

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

**NORMAL:** Wide at the top, narrowing at the center and widening at the bottom. You'll find 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 toe. 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 durability over trendy brand names.
- ✔ Make sure they fit properly.
- ✔ Wear them around the house a while to make sure they'll work.
- ✔ Choose the right shoes for the activity.

## 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. A board shoe for every occasion. As your choice of footwear more aligns with fashion than functioning feet.

### Dress for the Occasion

Fashion has its place, and by all means, you should have a pair on hand for those must-look-good times.

Save the spike heels—which put all your weight and stress on the front of your foot—for formal 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 where 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, so your feet—and the rest of you—can deliver maximum 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, complex machines called feet have to function. What's at work?

- 26 small bones in each foot
- An intricate network of ligaments and

A support system for your full body weight

### If the Shoe Fits, Wear It

The right fit is oh-so-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

# School Datebooks



©

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wellness

SKIN CARE

## Take Care of Your Skin

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

\*Ladies and gentlemen of the class of '97: Wear sunscreen. If I could offer you only one thing for the future, sunscreen would be it.

—Mary Schmich

### Smoking Causes Early Wrinkles

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

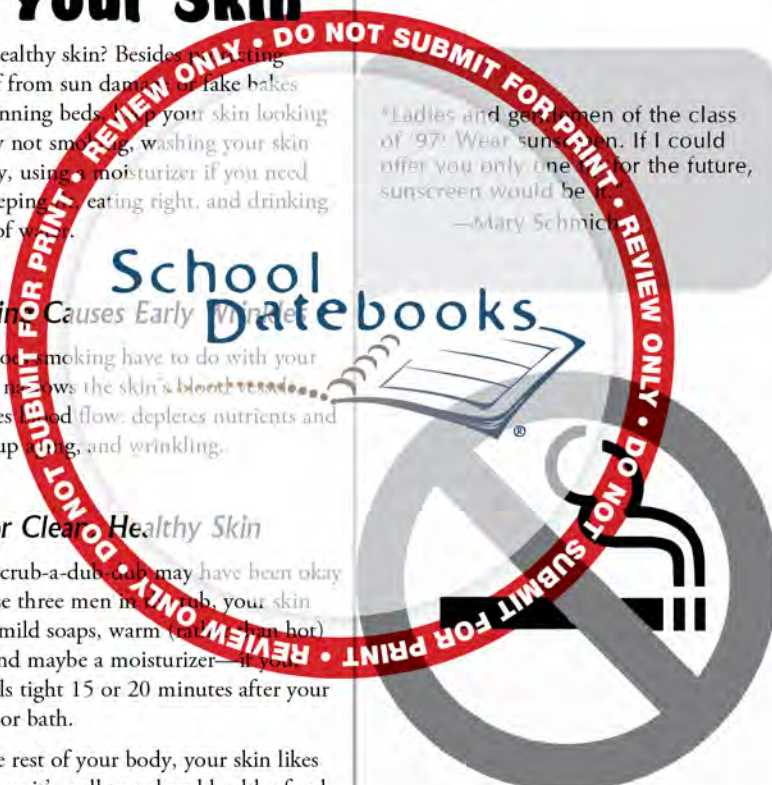
## School Datebooks



### Go for Clear Healthy Skin

While scrub-a-dub-dub may have been okay for those three men in a tub, your skin prefers mild soaps, warm (not 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 so it gets the nutrients it needs.





wellness

## SKIN CARE

# The Sizzle That Kills

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

**And the danger.**

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

Sound good? Some? It is. But it's not 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.

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

— Chris Ott

## 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.



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

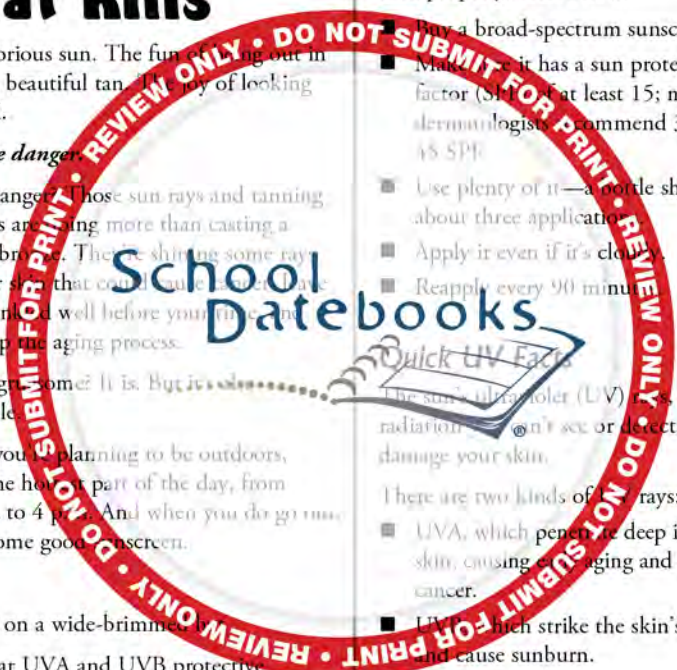
There are two kinds of UV rays:

- UVA, which penetrates deep into your skin, causing aging and skin cancer.
- UVB, which strike the skin's surface and cause 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.



# School Datebooks



wellness

SLEEP

## Getting Enough

**ZZZs?**

Sleeping through the third and fifth periods means you only need six hours more at night, right? Wrong.

When you're late off in class, you're missing the value of continuous sleep. Because your body goes through different cycles, when 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. It keeps you awake later in the evening than it did when you were a young child, and that prompts you to want to sleep later in the day. The challenge for teens is that alarms ring earlier than your body naturally wants to get up for those early morning classes.

### Training for Sleep

It makes creating a habit of getting to bed 30 to 60 minutes 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're having trouble getting to sleep, read a while. Surely one of your textbooks will help you nod off!

When you're on vacation, try to go to bed and get up at the same time on the weekends. It makes the week day early mornings all the easier to respond to. And bodies love a steady routine.

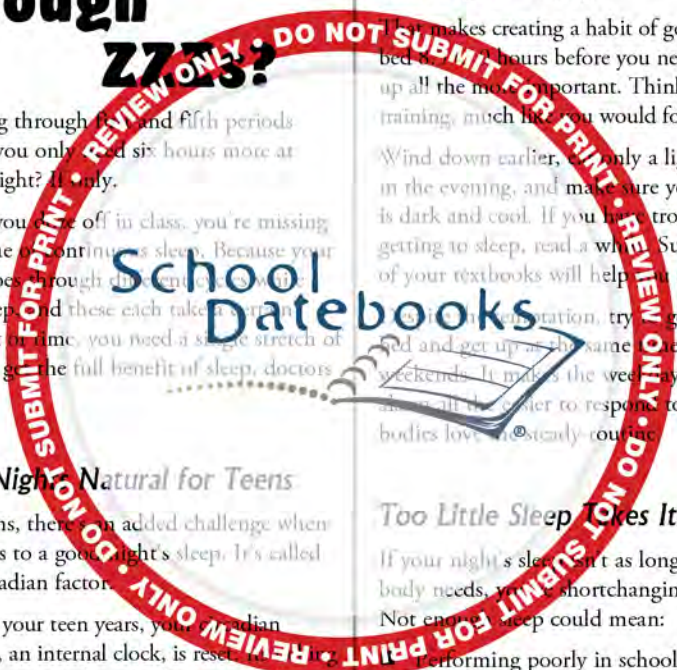
### Too Little Sleep Takes Its Toll

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 a sluggish sports performance
- Feeling irritable and out of sorts
- Not being able to pay close attention when you're driving

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

— Friedrich Nietzsche





## wellness

## SLEEP

**True or False?**

*I'm a night person; no chance that.*

True, you may be a night person, and in fact, most teens are. But you can establish a regular time to get up, adjust the pillow and develop a sleep routine that fits your early-morning school schedule. A tip for feeling tired when it's time to get up is to avoid caffeine—an ingredient in many sodas, tea, coffee, and chocolate can keep you wide awake after you would be snoozing.

*I catch up on my sleep on the weekend.*

You may sleep longer, but that's not the best 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 away, as all functioning humans do. And if you don't spend a third of your life sleeping, you won't enjoy the energy and health for the other two-thirds.

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

— Publius Ovid Naso

**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 ■ 3.5 hours

Cow ■ 3.7 hours

**THE REAL SLEEPERS:**

Dog ■ 10.5 hours

Cat ■ 12.1 hours

Tiger ■ 15.8 hours

Python ■ 18 hours

**Asleep or Awake Records**

Kip Van Winkle slept 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 suffer from some sort of smoking-related illness, says the Centers for Disease Control.

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

In fact, many ex-smokers still have a cough that lasts years and years after they've given them up.

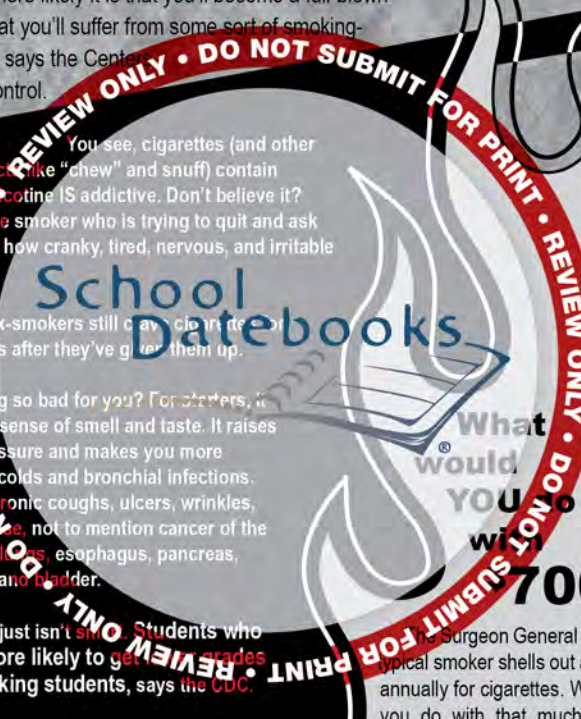
Why is smoking so bad for you? For starters, it dampens your sense of smell and taste. It raises your blood pressure and makes you more susceptible to colds and bronchial infections. It can cause chronic coughs, ulcers, wrinkles, and heart disease, not to mention cancer of the mouth, larynx, lungs, esophagus,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

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

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

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

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



- What would YOU do with \$700?
- The Surgeon General says that the typical smoker shells out about \$700 annually for cigarettes. What could you do with that much money? Well, you could:
- \* See at least one movie per week, every week of the year.
  - \* Buy about 40 large pizzas.
  - \* Put a pretty good dent in the price of a new laptop.
  - \* Go on an awesome spring break and still have spending money.
  - \* Have about \$20,000 or so for college, if, years K-12, your parents had put \$700 a year in a savings account bearing 5% interest.



# HEALTHY LIVING *social media safety for teens*



# SCHOOL SAFETY DATEBOOKS FOR TEENS

NetSmartz.org/TipSheet

## 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?

### ASK 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 do the same – or if needed, report – any posts that are inappropriate, illegal, or threatening or that might 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?

### ONLY TRUST 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 do one.

### DON'T STORE MOBILE

When you use mobile devices like smartphones or tablets to post something or check in, you could also 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](http://www.CyberTipline.com).

A program of the



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## NetSmartz Workshop

For more resources visit [NSTEENS.ORG](http://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 kids have significant stress. There are so many demands on your time, your brain, and your life. Keeping all those balls in the air and achieving all you're after take a toll.

### Stop, Breathe

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

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

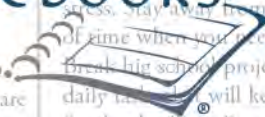
### Accept That Life Happens

Sometimes you can't avoid stress, like family problems, a loss, a move, 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 somewhere. Break big school projects into small daily tasks. You will keep you on track for the deadline. Practice every day so your athletic, theatrical, musical, or other performance comes easy.

## 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

## 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

## What Causes Your Stress?

What's stressful for some is nothing to others. It's all a matter of perspective. What sets you on edge?

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School Datebooks

## How Will You Be-stressed?

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

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

— William James

# tips to prevent **SEXTING FOR TEENS**

NetSmartz.org/FlipSheets

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

## HEALTHY LIVING *tips to prevent sexting for teens*



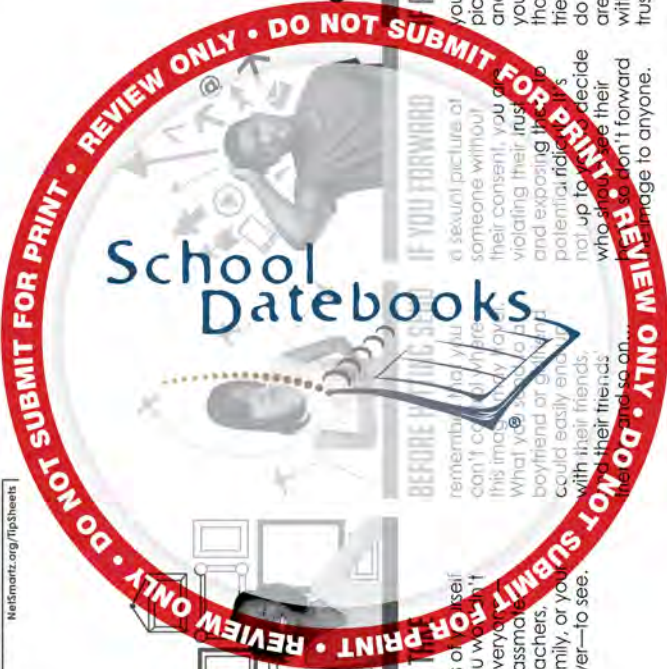
### THINK ABOUT THE CONSEQUENCES

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.



### 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.



### IF YOU FORWARD

a sexual picture of someone without their consent, you are violating their trust and exposing them to potential risks. You do not have to decide who should see their image to anyone.

### BEFORE YOU SEND

remember that you can't erase a picture. What if you forward a picture to a boyfriend or girlfriend? They could easily end up with their friends, their family, or your employer—to see.

### NEVER SEND

images of yourself that you wouldn't want everyone in your classroom, your teachers, your family, or your employer—to see.

Watch Real-Life Stories at **NSTEENS.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 as your daily thirst?

Maybe because you'd like to avoid the calories, fat, and sugar. The expense of bottled water 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 when you brush your teeth
- Freeze a glass of water in every mug
- Freeze a glass of water in every 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.

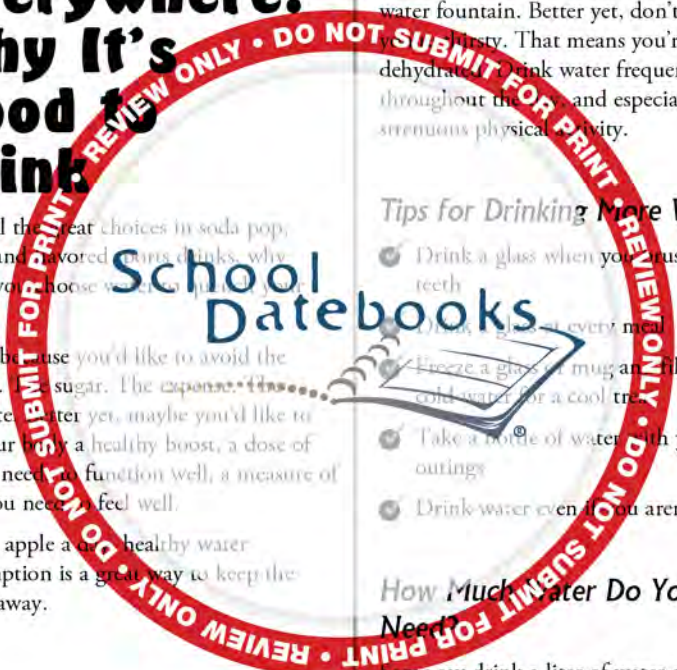
You don't want to slosh around, but do turn to water frequently. Keep yourself hydrated.

"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 made of cells 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 all it'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 straggling on your own parade. Without sufficient water, you might experience:

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

## 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 or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors. List the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors. Alphabetize authors' last names letter by letter. If you have more than one author for a particular author, order them by publication date, oldest to newest (thus a 2014 article would appear before a 2015 article). When an author is cited as a sole author and again as the first author of a source, list the one-author entries first. If no author is given for a particular source, alphabetize by the first word 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 last author's name when listing multiple authors on 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. (Date of publication). Title of article.

*Title of periodical*, volume number (issue number), page range.

You need to list only the volume number of the periodical when you cite a particular volume. If each volume begins with page 1, then you should list only the page number. *Title of Periodical*, volume number (issue number), page range.

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 (Editor, 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* (part of chapter). Publisher.

When you list the pages of the chapter or essay, use *pp.* before the numbers: (pp. 1-21). This abbreviation never, *doi*; not appear before the page numbers. *Periodical references, except for newspapers.*

## BASIC FORMS FOR ELECTRONIC SOURCES

A web page

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

An online journal or magazine

→ Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number (issue number), page range. doi: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 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, 2015).



# LANGUAGE ARTS *capitalization & plurals*

## CAPITALIZATION

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

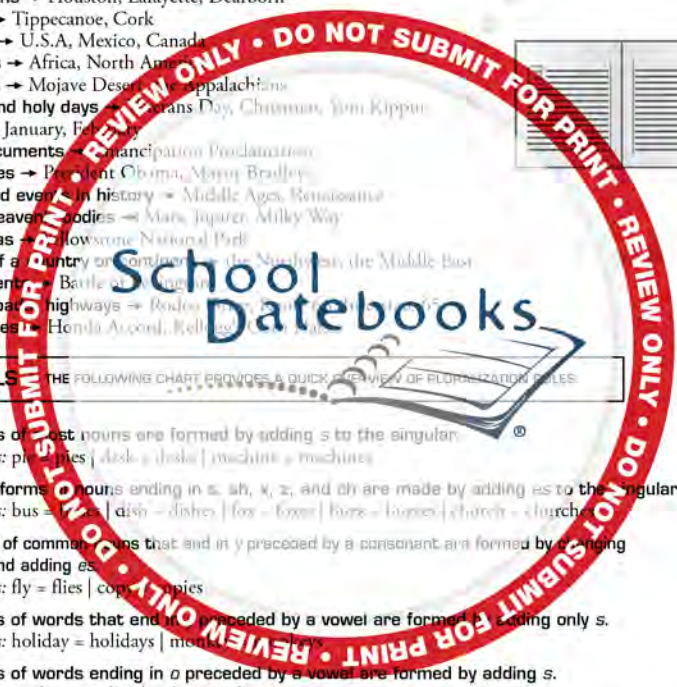
- All proper nouns → Shannon O'Connor, Orlando, Bill of Rights
- All proper adjectives → Kraft cheese, Bounty paper towels, Phillips screwdriver
- The first word in every sentence → Her dress is stunning.
- Races, languages, nationalities → Asian, French, African-American
- Nouns/Pronouns that refer to a supreme being → God, Allah, Yahweh
- Days of the week → Sunday, Monday, Tuesday
- Formal epithets → Ivan the Terrible
- Bodies of water → Amazon River, Lake Huron, Wea Creek
- Cities, towns → Houston, Lafayette, Dearborn
- Counties → Tippecanoe, Cork
- Countries → U.S.A, Mexico, Canada
- Continents → Africa, North America
- Landforms → Mojave Desert, Appalachians
- Holidays and holy days → Christmas Day, Chanukkah, Yom Kippur
- Months → January, February
- Official documents → Emancipation Proclamation
- Official titles → President Obama, Mayor Bradley
- Periods and events in history → Middle Ages, Renaissance
- Planets, heavenly bodies → Mars, Jupiter, Milky Way
- Public areas → Yellowstone National Park
- Sections of a country or continent → the South, the Middle East
- Special events → Battle of Gettysburg
- Streets, roads, highways → Route 66, Interstate 95
- Trade names → Honda Accord, Kellogg's Corn Flakes



## 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 *s* | disk *s* | desk *s* | machine *s* | machines
- The plural forms of nouns ending in *s*, *sh*, *x*, *z*, and *ch* are made by adding *es* to the singular.
  - Examples: bus *es* | class *es* | dish *es* | dishes | fox *es* | foxes | buzz *es* | buzzes | church *es* | 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 *s* | flies | copy *s* | copies
- The plurals of words that end in *y* preceded by a vowel are formed by adding only *s*.
  - Examples: holiday *s* | holidays | melody *s* | melodies
- The plurals of words ending in *o* preceded by a vowel are formed by adding *s*.
  - Examples: studio *s* | studios | rodeo *s* | rodeos
- The plurals of words ending in *o* preceded by a consonant are formed by adding *s* or *es*.
  - Examples: hero *s* | heroes | banjo *s* | banjos | tomato *s* | tomatoes | piano *s* | 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 *s* | roofs | chief *s* | chiefs
  - {2} If the final sound in the plural is a *ve* sound, change the *f* to *ve* and add *s*.
    - Examples: wife *s* | wives | knife *s* | knives
- Foreign words and some English words form the plural by taking on an irregular spelling.
  - Examples: crisis *s* | crises | criterion *s* | criteria | goose *s* | geese | ox *s* | oxen
- The plurals of symbols, letters, and figures are formed by adding an *s*.
  - Examples: 5 *s* | 5s
- The plural of nouns that end in *ful* are formed by adding *s* at the end of the word.
  - Examples: handful *s* | handfuls | pailful *s* | pailfuls | tankful *s* | 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 wanted me (that that magnet might harm my CD,

↵ | transpose elements

→ The team could be the best 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 Brend.

No # | no new paragraph

→ "I'm tired," said Kevin.

"I'd like to go home."

≡ | capitalize

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

lc | lowercase

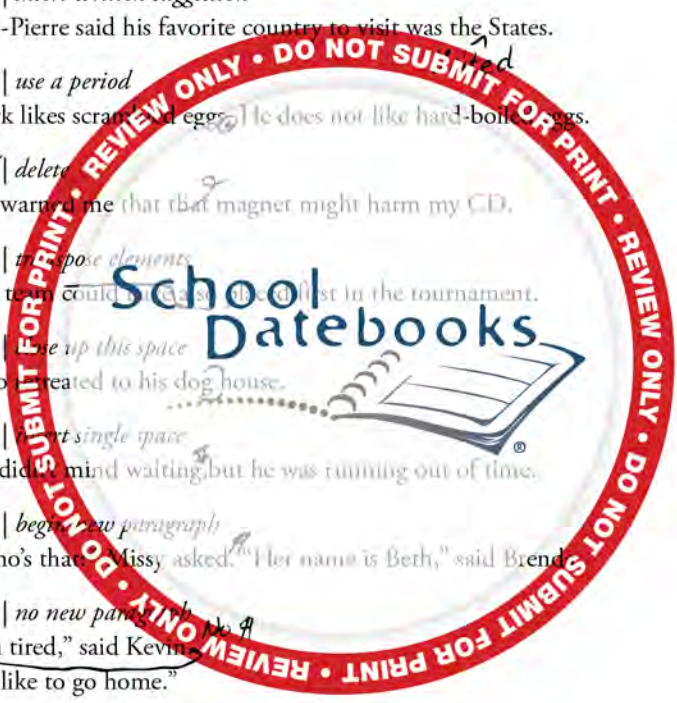
→ Tim fondly remembers playing football in High School.

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

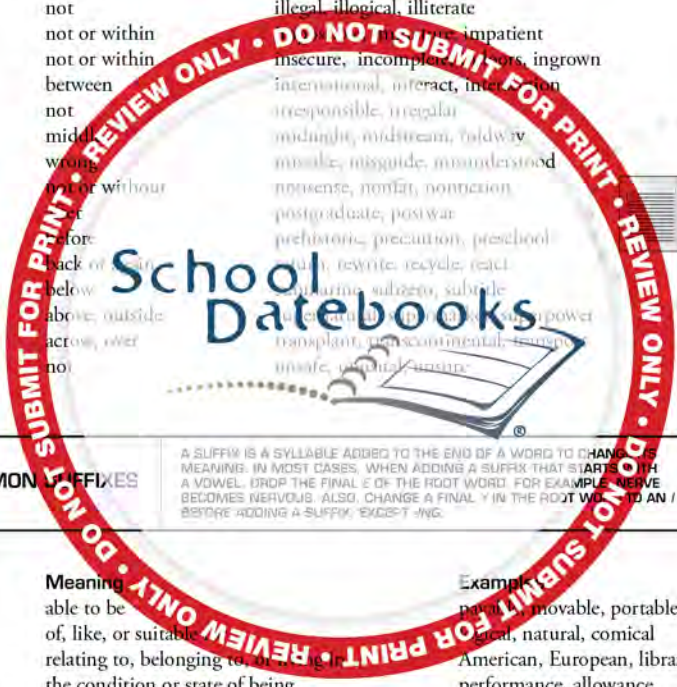




# LANGUAGE ARTS *common prefixes & suffixes*

<b>COMMON PREFIXES</b>	A PREFIX IS A SYLLABLE ADDED TO THE BEGINNING OF A WORD TO CHANGE ITS MEANING.
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Prefix	Meaning	Examples
auto-	self	automobile, autopilot
bi-	two or twice	bicycle, biannual, biweekly
com-	with	compare, communicate, company
con-	with	conference, concert, confide
dis-	do the opposite of	disappear, dislike, distrust
en-	to make	ensure, enlarge, enable
extra-	beyond	extraordinary, extrasensory
il-	not	illegal, illogical, illiterate
im-	not or within	impatient, impatient
in-	not or within	insecure, incomplete, inlets, ingrown
inter-	between	international, interact, interjection
ir-	not	irresponsible, irregular
mid-	middle	midnight, midstream, midway
mis-	wrong	missile, misguide, misunderstood
non-	not or without	nonsense, nonfat, nonfiction
post-	after	postgraduate, postwar
pre-	before	prehistoric, precaution, preschool
re-	back or again	reply, rewrite, recycle, react
sub-	below	submarine, subzero, subtitle
super-	above, outside	superhero, superpower
trans-	across, over	transplant, transcontinental, transpire
un-	no	unsafe, unsual, unsure



<b>COMMON SUFFIXES</b>	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 ROOT WORD. FOR EXAMPLE, NERVE BECOMES NERVOUS. ALSO, CHANGE A FINAL Y IN THE ROOT WORD TO AN I BEFORE ADDING A SUFFIX, EXCEPT -ING.
------------------------	--

Suffix	Meaning	Examples
-able	able to be	portable, movable, portable
-al	of, like, or suitable	local, natural, comical
-an	relating to, belonging to	American, European, librarian
-ance	the condition or state of being	performance, allowance
-ant	a person or thing that does something	contestant, peasant, servant
-ative	having the nature of or relating to	imaginative, talkative, decorative
-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 *exploring Chinese Mandarin*

## GREETINGS

**Hello** | 你好 nǐ hǎo  
**Good morning** | 早上好 zǎo shàng hǎo  
**Good afternoon/evening** | 下午好 / 晚上好 xià wǔ hǎo / wǎn shàng hǎo  
**Good night** | 晚安 wǎn ān  
**Goodbye** | 再见 zài jiàn  
**See you later** | 再会 / 一会见 zài huì / yī huì jiàn  
**How are you?** | 你好吗? nǐ hǎo ma?  
**I'm...** | 我... wǒ  
**(very) well** | (很) 好 hěn hǎo  
**(very) bad** | (很) 不好 hěn bù hǎo  
**How's it going?** | 最近怎么样? zuì jìn zě 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?  
**My name is...** | 我叫... wǒ jiào...  
**Pleased to meet you.** | 很高兴认识你。  
 hěn gāo xìng rèn shi nǐ  
**Likewise.** | 也一样 wǒ yě yào yàng  
**I'd like you to meet...** | 我想介绍... wǒ xiǎng jiào shào...  
 xià...  
**This is...** | 这是... zhè shì...  
 zhè shì...

## PLEASANTIES

**Please** | 请 qǐng  
**Thank you** | 谢谢 xièxiè  
**You're welcome.** | 不客气 bù kè qì  
**No problem.** | 没问题, 没关系。 méi wèn tí, méi guān xi  
**Excuse me!** | 不好意思! bù hǎo yì si!  
**Sorry** | 对不起 duì bù qǐ

## RESPONSES

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

## TITLES

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

## BASICS

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

## PHRASES

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

## NUMBERS

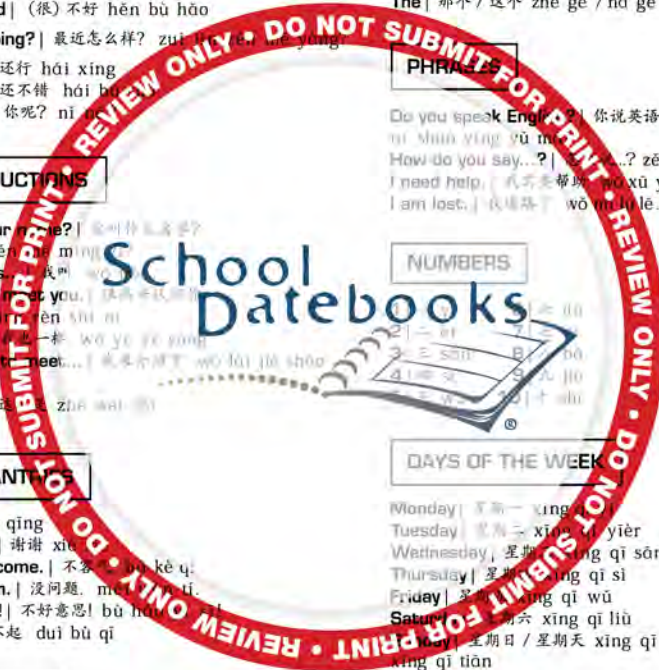


## DAYS OF THE WEEK

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

## MONTHS

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





## GREETINGS

Hello/Good morning/Good afternoon | Bonjour

Good evening | Bonsoir

Hi/Bye | Salut Bye | Ciao

Goodbye | Au revoir

How are you doing? | Comment allez-vous?

(Informal: Comment vas-tu?)

I'm... | Je vais...

(very) well | (très) bien

(very) poorly | (très) mal

So-so. | Comme-ci, comme-ça.

How's it going? | Ça va?

It's okay. | Ça va.

It's going well. | Ça va bien.

It's going poorly. | Ça va mal.

Not bad. | Pas mal.

And you? | Et vous? (formal: Et toi?)

## INTRODUCTIONS

What's your name? | Comment s'appelle-tu?

(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...

## PLEASANTIES

Please | S'il vous plaît. (Informal: S'il te plaît)

Thank you | Merci

You're welcome. | Je vous en prie.

(Informal: Je t'en prie.)

No problem. | De rien.

Excuse me. | Excusez-moi. (Informal: Excuse-toi.)

## RESPONSES

Yes | Oui

No | Non

I don't know. | Je ne sais pas.

Of course. | Bien sûr.

OK | D'accord.

Maybe | Peut-être

## TITLES

Miss | Mademoiselle

Mrs./Ma'am | Madame

Mr./Sir | Monsieur

## BASICS

Who | Qui

Where | Où

When | Quand

Why | Pourquoi

What | Quoi

How | Comment

And | Et

Also | Aussi

A lot | Beaucoup

## CASES

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	16	seize
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

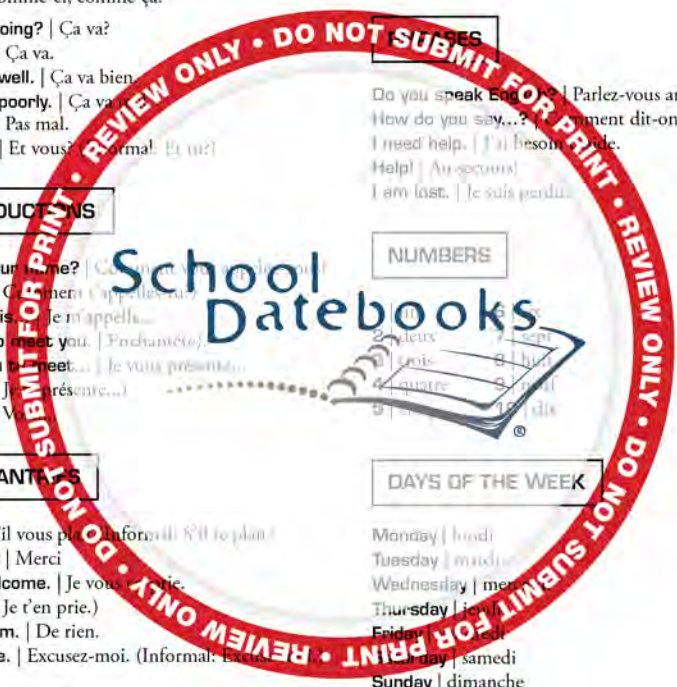
August | août

September | septembre

October | octobre

November | novembre

December | décembre





# 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 so gar nicht.

**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.** | Dies ist schön.

**I'd like you to meet...** | Ich möchte Ihnen...

**This is...** | Dies ist...

## PLEASANTIES

**Please** | Bitte

**Thank you** | Danke

**You're welcome.** | Bitte.

**No problem.** | Kein Problem.

**Excuse me.** | Entschuldigen Sie.

## RESPONSES

**Yes** | Ja

**No** | Nein

**I don't know.** | Ich weiß es nicht.

**Of course.** | Natürlich.

**OK** | Zustimmung

**Maybe** | Vielleicht

## TITLES

**Miss** | Fräulein

**Mrs./Ma'am** | Frau/ gnädige Frau

**Mr./Sir** | Herr/ mein Herr

## BASICS

**Who** | Wer

**Where** | Wo

**When** | Wann

**Why** | Warum

**What** | Was

**How** | Wie

**And** | Und

**Also** | Auch

**A lot** | Viel

## PHRASES

**Do you speak English?** | Sprechen Sie Englisch?

**How do you say...?** | Wie sagen Sie...?

**I need help.** | Ich brauche Hilfe.

**I am lost.** | Ich bin verlore.

## NUMBERS

**1** | eins

**2** | zwei

**3** | drei

**4** | vier

**5** | fünf

**6** | sechs

**7** | sieben

**8** | acht

**9** | neun

**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

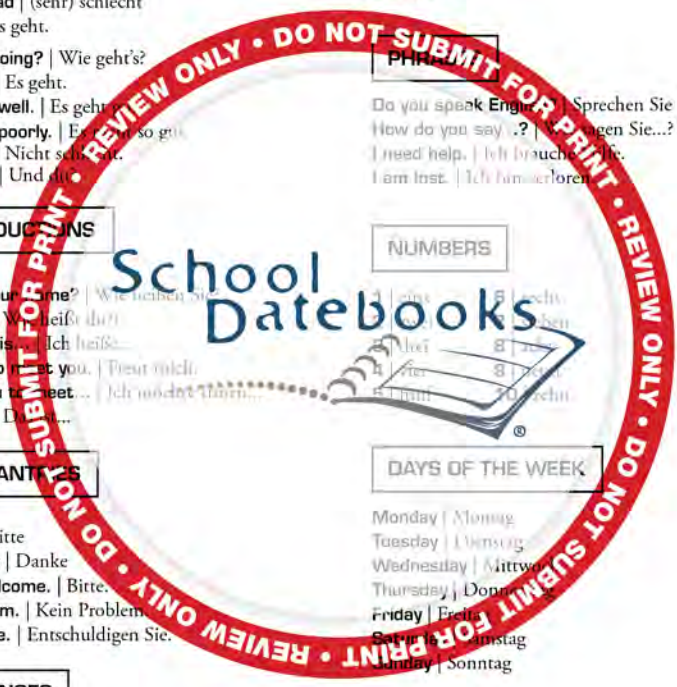
**September** | September

**October** | Oktober

**November** | November

**December** | Dezember

# School Datebooks





## GREETINGS

**Hello** | Hola  
**Good morning** | Buenos días  
**Good afternoon/evening** | Buenas tardes  
**Good night** | Buenas noches  
**Goodbye** | Adiós/Chao  
**See you later** | Hasta luego/Nos vemos  
**How are you?** | ¿Cómo estás?  
 I'm... | Estoy...  
     **(very) well** | (muy) bien  
     **(very) bad** | (muy) mal  
**How's it going?** | ¿Cómo vas?/¿Qué tal?  
**It's okay** | Está bien  
**Not bad** | No está mal  
**And you?** | ¿Y usted/tú?

## INTRODUCTIONS

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

## PLEASANTIES

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

## RESPONSES

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

## TITLES

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

## BASICS

**Who** | ¿Quién?  
**Where** | ¿Dónde?  
**When** | ¿Cuándo?  
**Why** | ¿Por qué?  
**What** | ¿Qué?  
**How** | ¿Cómo?  
**Which** | ¿Cuál?  
**And** | Y  
**Also** | También  
**A lot** | Mucho

**Some** | Unos, 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

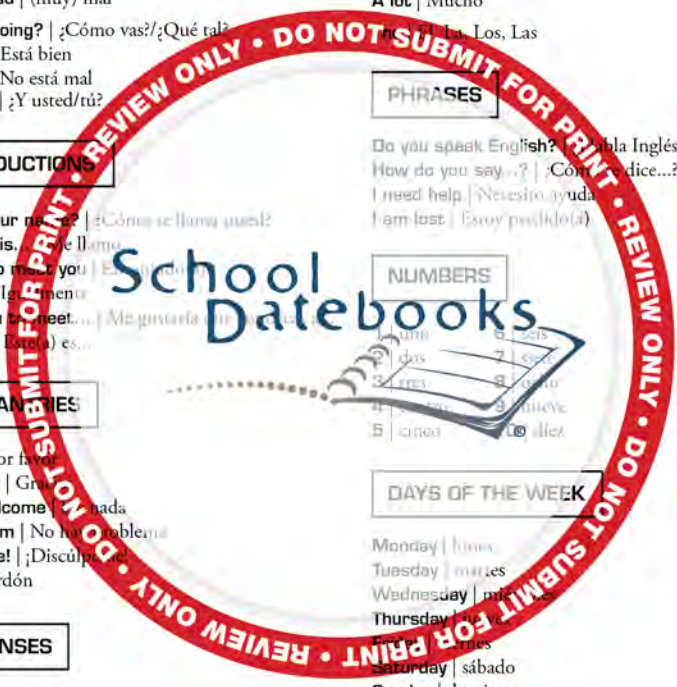
1 | uno  
 2 | dos  
 3 | tres  
 4 | cuatro  
 5 | cinco  
 6 | seis  
 7 | siete  
 8 | ocho  
 9 | nueve  
 10 | diez

## DAYS OF THE WEEK

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

## MONTHS

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



# LANGUAGE ARTS *frequently confused words*



**accept** | to agree to something or receive something willingly

**except** | not including

→ *Examples:* Jonathon will *accept* the job at the restaurant.

Everyone was able to attend the ceremony *except* Phyllis.

**capital** | chief, important, excellent. Also the city or town that is the official seat of government of a state or nation

**capitol** | the building where a state legislature meets  
**the Capitol** | the building in Washington, D.C., in which the United States Congress meets

→ *Examples:* The *capital* of France is Paris.

The *capitol* of Indiana is a building in Indianapolis. The vice president arrived at the *Capitol* to greet the arriving senators.

**hear** | to listen to

**here** | in this place

→ *Examples:* Do you *hear* that strange sound?

The juice is right *here* in the refrigerator.

**it's** | the contraction for *it is* or *it has*

**its** | shows ownership or possession

→ *Examples:* It's early times *its* leaves on the

football game.

The wagon *loses* wheel in the mud.

**lead** | a heavy, gray metal

**lead** | to go (to guide)

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

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

homes are made of *lead*.

This path will *lead* us to the waterfall.

Bloodhounds *lead* the police to the badsmen.

**loose** | free or not fastened

**lose** | to misplace or suffer the loss of something

→ *Examples:* Since she *loses* weight, many of her clothes are *loose*.

If you *lose* your money, you *won't* be able to get into the park.

**principal** | the first or most important person or to the head of a school.

**principle** | a rule, truth, or belief

→ *Examples:* Pineapple is one of the *principal* crops of Hawaii.

One *principle* of science is that all matter occupies space.

**quiet** | free from noise

**quite** | truly or almost completely

→ *Examples:* Our teacher insists that all students are *quiet* during a test.

This enchilada is *quite* spicy.

**their** | belonging to them

**there** | at that place

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

→ *Examples:* *Their* new puppy is frisky.

Please place all of the newspapers over *there*.

*They're* coming over tonight.

**to** | in the direction of

**too** | also or very

**two** | the whole number between one and three

→ *Examples:* The paramedics

rushed *to* the scene of the accident.

This meal is delicious, and it is low in fat, *too*.

Only *two* of the 10 runners were able to complete the race.

**weather** | the state of the atmosphere referring to wind, moisture, temperature, etc.

**whether** | a choice or alternative

→ *Examples:* We are hoping for warm, sunny *weather* for our fall vacation.

We *cannot* decide *whether* we will drive or fly in the rain.

**Who's** | the contraction for *who is* or *who has*

**Whose** | the possessive form of *who*

→ *Examples:* *Whose* in charge of the lighting for the stage?

*Whose* boys is it out to the rain?

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

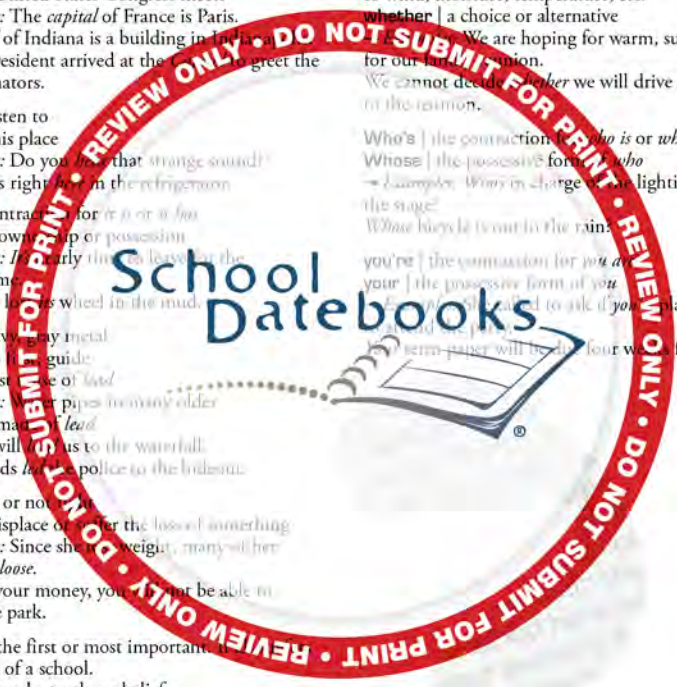
**your** | the possessive form of *you*

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

to *submit* paper will be due

four weeks from today.

School Datebooks





# LANGUAGE ARTS *MLA style of documentation*



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

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 citation 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.), or a named editor (ed.). However, when those designations follow a period, the first letter should be capitalized.
- (9) Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the last of these names.
- (10) Use the phrase "Accessed 5 Jan. 2019" instead of listing the date of the abbreviation itself.

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





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

**formal**

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

*Formal Outline Format:*

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

II.

No new subdivision should be made unless there are at least two points to be listed under a new division. This means that each / or ( ) has a 2; each a must have a b. Formal outlines use either a **sentence outline** or a **topic outline**.

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

**informal**

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

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

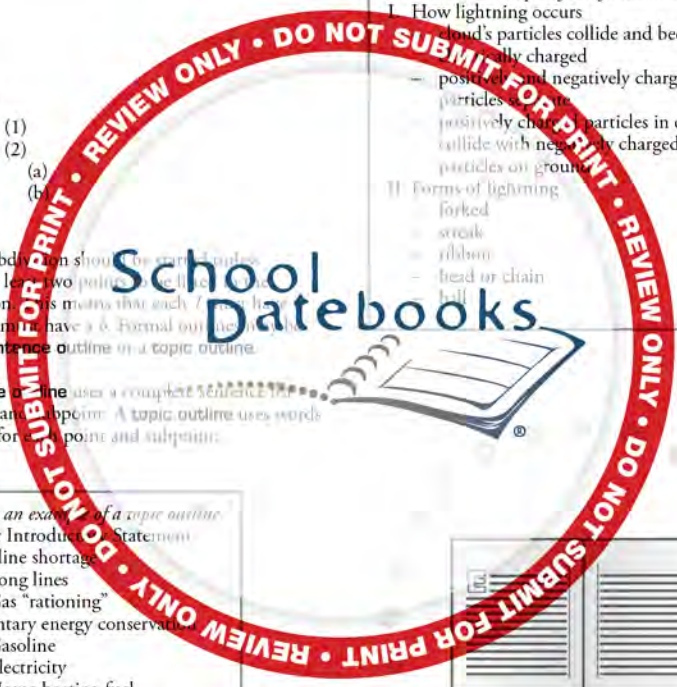
- I. How lightning occurs
  - cloud's particles collide and become electrically charged
  - positively and negatively charged particles separate
  - positively charged particles in cloud collide with negatively charged particles on ground
- II. Forms of lightning
  - forked
  - streak
  - ribbon
  -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

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

Thesis or Introduction 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



School Datebooks

# LANGUAGE ARTS *parts of speech*



<b>NOUN</b>	A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.
-------------	---

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

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

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

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

<b>PRONOUN</b>	A WORD THAT TAKES THE PLACE OF A NOUN.
----------------	--

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

→ *Examples:* She took the bus to visit her grandmother. We are looking forward to visiting the museum.

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

→ *Examples:* Please give the award to Timothy's outstanding service. The award earned him the trophy.

**Possessive Case Pronouns** show ownership or possession.

→ *Examples:* The sugar in the recipe is hers. Their car slid off the ice.

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

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

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

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

→ *Examples:* Singular: She stops.

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

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

3<sup>rd</sup> Person: He/She/It stops. They stop.

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

→ *Examples:* Cathy wrote the letter. (active voice)  
The letter was written by Cathy. (passive voice)

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

→ *Examples:* We need the information now. (present)  
Reggie shot the ball. (past)

You will enjoy the school play. (future)

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

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

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

→ *Examples:* red, large, three, gigantic, miniature  
Adjectives have three forms: **positive**, **comparative**, and **superlative**.

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

→ *Example:* My apple pie is *good*.

The **comparative** form compares two things.

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

The **superlative** form compares three or more things.

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

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

→ *Examples:* The man walked *to* the gym.

The horse leaped *over* the fence.

Three teams won the meet *in spite of* several players being injured.

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

**Coordinating conjunctions** connect a word to a word or a clause to a clause, or a phrase to a phrase.

The sentence elements joined by coordinating conjunctions are of equal importance. Common coordinating conjunctions are *and*, *but*, *or*, *not*, *nor*, *yet*, *so*.

Coordinating conjunctions used in pairs are called correlative conjunctions. Common correlative conjunctions are *either...or*, *neither...nor*, *not only...but also*, *just as...as*.

→ *Example:* Both raccoons and squirrels frequently steal our bird feed.

**Number:** Mary Ann and Julie will be able to go with you.

**Ordering conjunctions** connect and show the relationship between two clauses that are not equally important. Common subordinate conjunctions are: *until*, *unless*, *since*, *where*, *before*, *as*, *if*, *when*, *although*, *after*, *because*, *while*, *as long as*, *as if*, *though*, *whereas*.

→ *Examples:* *Until* you decide to study, your grades won't improve.  
*If* I hadn't already made plans, I would have enjoyed going to the mall with you.

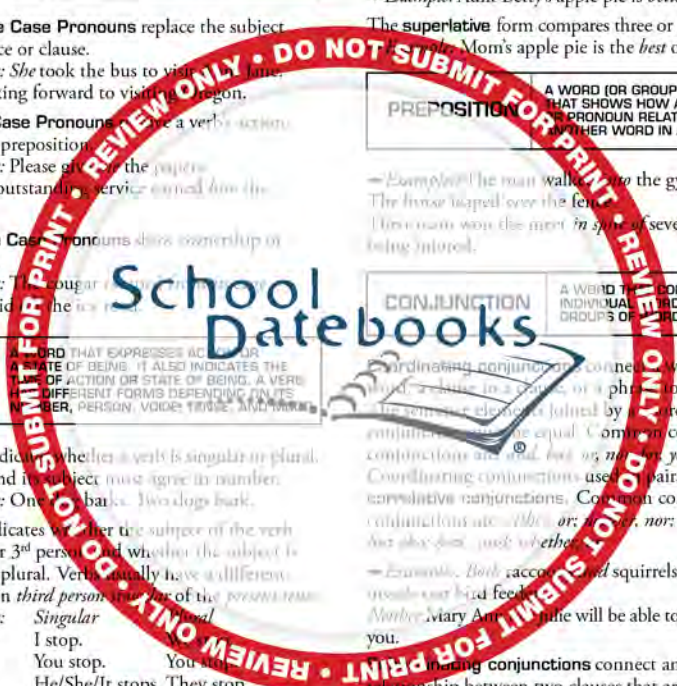
<b>INTERJECTION</b>	A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.
---------------------	---

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

*Oh, no!* I forgot the picnic basket.

*Yes!* Her gymnastic routine was perfect.

*Ah,* we finally get to stop and rest.



# LANGUAGE ARTS *punctuation*



## PERIOD ●

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

→ *Example:* 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, *leaves*, and balls, and bacon for bait.

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

→ *Example:* He ran, he sat, and he yawned.

**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 a list from one to a date.

→ *Examples:* Jan Doe, 290 Main St., Milwaukee, WI 48105  
September 20, 1960

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

→ *Example:* John D. Jones, Ph.D.

## QUESTION MARK ?

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

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

**Use:** to punctuate a short question within parentheses.

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

## APOSTROPHE ’

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

→ *Examples:* do not = don’t | I have = I’ve

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

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

**Use:** possessive form of plural nouns ending in *s* is usually made by adding just an apostrophe.

An apostrophe and *s* must be added to nouns not ending in *s*.

→ *Example:* bosses = bosses’, children’s

## COLON :

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

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

## SEMICOLON ;

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

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

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

→ *Example:* I packed a toothbrush, deodorant, and pajamas; jeans, a hat, and sweatshirts; and books and tennis shoes.

## QUOTATION MARKS “ ”

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

→ *Example:* “I don’t know,” she said. “I will

try to distinguish that is being discussed. → *Example:* My friend suggested I place the word ‘only’ with the ‘in my theme.’

**Use:** to indicate that a word is short.

→ *Example:* Julie only bought the outfit to show that she’s “with it.”

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

→ *Examples:* “You Are My Sunshine,” “Violence in Our Streets,” “The Road Not Taken”

## SINGLE QUOTATION MARK ‘ ’

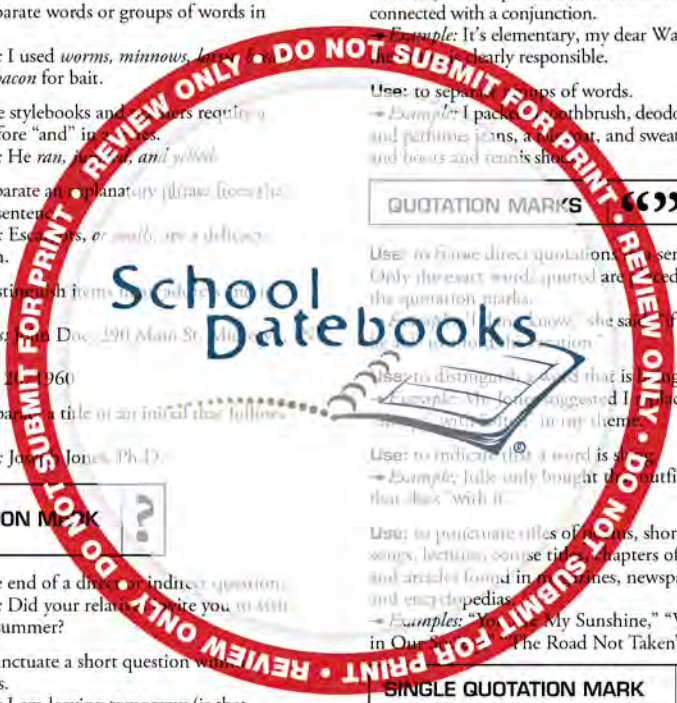
**Use:** to punctuate a quotation within a quotation.

→ *Example:* “My favorite song is ‘I’ve Been Working on the Railroad,’” answered little Joey.

## EXCLAMATION MARK !

**Use:** to express strong feeling.

→ *Example:* Help! Help!







## SENTENCE STRUCTURE



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

→ *Example:* He lost the game.

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

→ *Example:* Because he was lost.

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

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

→ *Examples:* We enjoyed the concert.

Amy and Scott were married yesterday.

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

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

→ *Examples:* Collecting fossils is fun, but I think identifying fossils is difficult. (conjunction)

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

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

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

→ *Example:* Dad says that good grades are the result of diligent studying. (main clause) one

independent clause

Diligent studying is the only way to succeed in a work several hours before I can start studying. (main

clause) no dependent clauses

A **compound-complex sentence** has at least two main clauses (in italics) and one or more

subordinate clauses (underlined).

→ *Examples:* Because the school bus broke down, we took a taxi to school, and we always rode in cars.

Unless my eyes are closed, my eyes are always open.

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## SPELLING RULES

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

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

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

→ *Examples:* reign, weight, neighbor

→ *Exceptions:* friend, view, uniform, fiery

When a multi-syllable word ends in a consonant preceded by one vowel, the accent is on the last syllable and the suffix begins with a vowel, the same rule applies. Use when you double the final consonant.

→ *Examples:* prefer = preferred | allot = allotted | control = controlling

If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel.

→ *Examples:* use = using | like = liking | state = stating | love = loving

When the suffix begins with a consonant, do not drop the *e*.

→ *Examples:* use = useful | state = statement | nine = ninety

→ *Exceptions:* argument, judgment, truly, ninth

When *y* is the last letter in a word and the *y* is preceded by a consonant, change the *y* to *i* before adding any suffix except those beginning with *i*.

→ *Examples:* lady = ladies | try = tries | happy = happiness | ply = pliable | fly = flying



# LANGUAGE ARTS *the writing process*

## WRITING VARIABLES

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

**Audience**

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

**Topic**

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

**Purpose**

Why am I writing? Have a clear purpose in mind before starting your paper. Are you writing to entertain, instruct, inform, or persuade? Keeping your purpose in mind as you write will result in a paper that is focused and consistent.

**Voice**

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

**Format**

What form will 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 choose a specific topic within the subject area.
- {4} Decide what you want to say about the topic and write a clear statement that reflects this purpose.
- {5} Make a list of details to support your statement.
- {6} Arrange the list of details into an outline.
- {7} Do additional 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 main idea 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.





# MATHEMATICS *algebra & mathematical symbols*

## ALGEBRA

### Expanding

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

### Laws of Exponents

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

*if r and s are any real numbers*

### 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)  $\text{Log}(x/y) = \text{Log } x - \text{Log } y$
- $e = 2.71828183$

### Quadratic Formula

When given a formula in the form of a quadratic equation  $\rightarrow$

The solution can be determined using the formula  $\rightarrow$

$$ax^2 + bx + c = 0$$

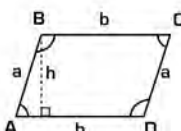
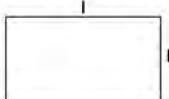
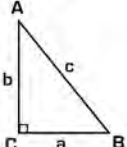
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

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## MATHEMATICAL SYMBOLS

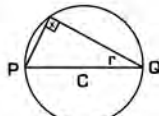

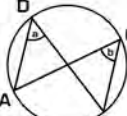
+	plus	>	greater than	○	circle
-	minus	<	less than	⊂	arc or angle
±	plus or minus	≥	greater than or equal to	□	square
×	multiplied by	≤	less than or equal to	▭	rectangle
÷	divided by	∞	infinity	▭	parallelogram
=	equal to	∴	is to (ratio)	△	triangle
≠	not equal to	π	pi (-3.14159)	∠	angle
≈	nearly equal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



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

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

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





# MATHEMATICS *fractions & percentages & multiplication table*

## FRACTIONS AND PERCENTAGES

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

## WORKING WITH FRACTIONS

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

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



To multiply:

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

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

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

To add or subtract, first find the common denominator:

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

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## MULTIPLICATION TABLE ...

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400



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

Complementary angles add up to  $90^\circ$

Supplementary angles add up to  $180^\circ$

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

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

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



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

Read this number as one hundred fifty-four trillion, three hundred ninety nine billion, seven hundred twenty seven million, four hundred sixty-two thousand, one hundred.

Write this number as 154,399,715,462,100.

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

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## NUMBER PREFIXES

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



## SQUARES & SQUARE ROOTS

N	N <sup>2</sup>	$\sqrt{N}$
1	1	1.00
2	4	1.41
3	9	1.73
4	16	2.00
5	25	2.24
6	36	2.45
7	49	2.65
8	64	2.83
9	81	3.00
10	100	3.16
11	121	3.32
12	144	3.46
13	169	3.61
14	196	3.74
15	225	3.87
16	256	4.00
17	289	4.12
18	324	4.24
19	361	4.36
20	400	4.47
21	441	4.58
22	484	4.69
23	529	4.80
24	576	4.90
25	625	5.00
26	676	5.10
27	729	5.20
28	784	5.29
29	841	5.39
30	900	5.48
31	961	5.57
32	1,024	5.66
33	1,089	5.74
34	1,156	5.83
35	1,225	5.92
36	1,296	6.00
37	1,369	6.08
38	1,444	6.16
39	1,521	6.24
40	1,600	6.32
41	1,681	6.40
42	1,764	6.48
43	1,849	6.56
44	1,936	6.63
45	2,025	6.71
46	2,116	6.78
47	2,209	6.86
48	2,304	6.93
49	2,401	7.00
50	2,500	7.07

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

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

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## TRIGONOMETRIC RATIOS

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

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

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

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

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

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

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

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



## TRIGONOMETRIC RATIOS

### Law of Sines

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

### Law of Cosines

$$a^2 = b^2 + c^2 - 2bc(\cos A)$$

$$b^2 = a^2 + c^2 - 2ac(\cos B)$$

$$c^2 = a^2 + b^2 - 2ab(\cos C)$$

### Law of Tangents

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

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

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

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

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

45° 45° 90°

sin 45° =  $\frac{1}{\sqrt{2}}$

cos 45° =  $\frac{1}{\sqrt{2}}$

tan 45° = 1

30° 60° 90°

sin 30° =  $\frac{1}{2}$

cos 30° =  $\frac{\sqrt{3}}{2}$

tan 30° =  $\frac{1}{\sqrt{3}}$

sin 60° =  $\frac{\sqrt{3}}{2}$

cos 60° =  $\frac{1}{2}$

tan 60° =  $\sqrt{3}$

theta (opposite)

h (adjacent)

h (hypotenuse)

sin theta =  $\frac{o(\text{opposite})}{h(\text{hypotenuse})} = \frac{1}{\csc \theta}$

cos theta =  $\frac{a(\text{adjacent})}{h(\text{hypotenuse})} = \frac{1}{\sec \theta}$

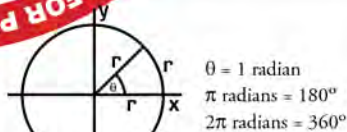
tan theta =  $\frac{o(\text{opposite})}{a(\text{adjacent})} = \frac{1}{\cot \theta}$

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

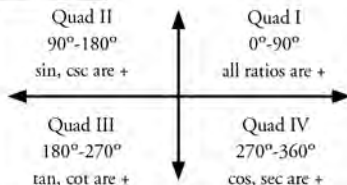
### VALUES OF TRIGONOMETRIC RATIOS

$\theta$	0	$\pi/2$	$\pi$	$3\pi/2$	
$\sin \theta$	0	1	0	-1	0
$\cos \theta$	1	0	-1	0	1
$\tan \theta$ ( $\frac{\sin}{\cos}$ )	0	$\infty$	0	$-\infty$	0
$\sec \theta$ ( $\frac{1}{\cos}$ )	1	$\infty$	-1	$\infty$	1
$\csc \theta$ ( $\frac{1}{\sin}$ )	$\infty$	1	$\infty$	-1	$\infty$
$\cot \theta$ ( $\frac{1}{\tan}$ )	$\infty$	0	$-\infty$	0	$\infty$

note:  $\infty$  denotes undefined or infinite



### QUADRANTS







# ADVANCE PLANNING

AUGUST 2024

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

SEPTEMBER 2024

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

OCTOBER 2024

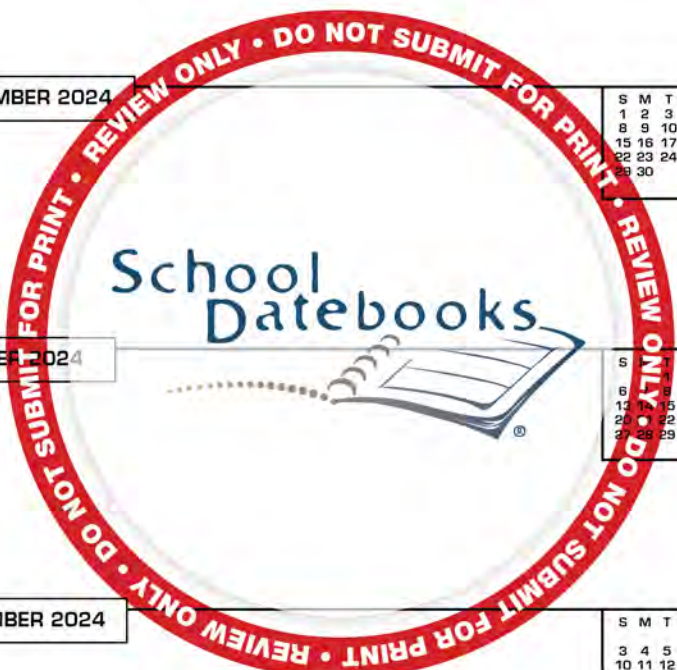
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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*

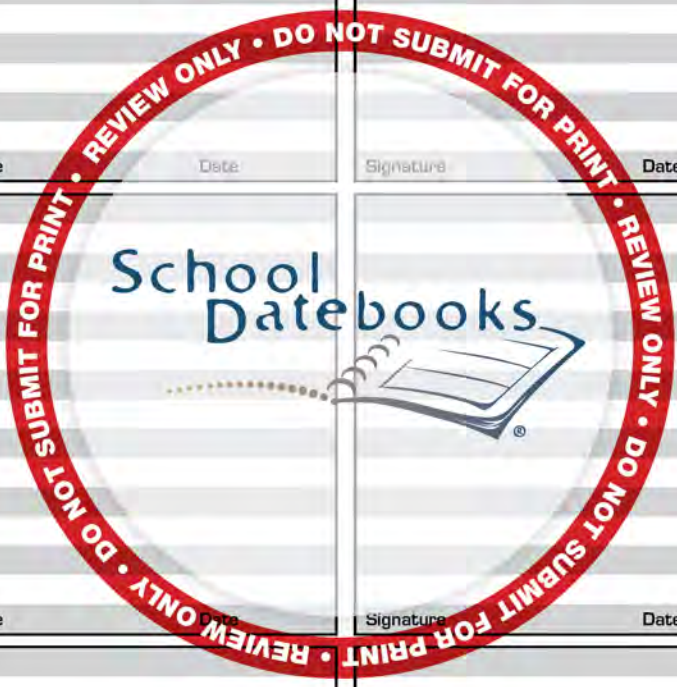
PARENT

TEACHER

Signature _____ Date _____	Signature _____ Date _____
-------------------------------	-------------------------------

	
Signature _____ Date _____	Signature _____ Date _____

Signature _____ Date _____	Signature _____ Date _____
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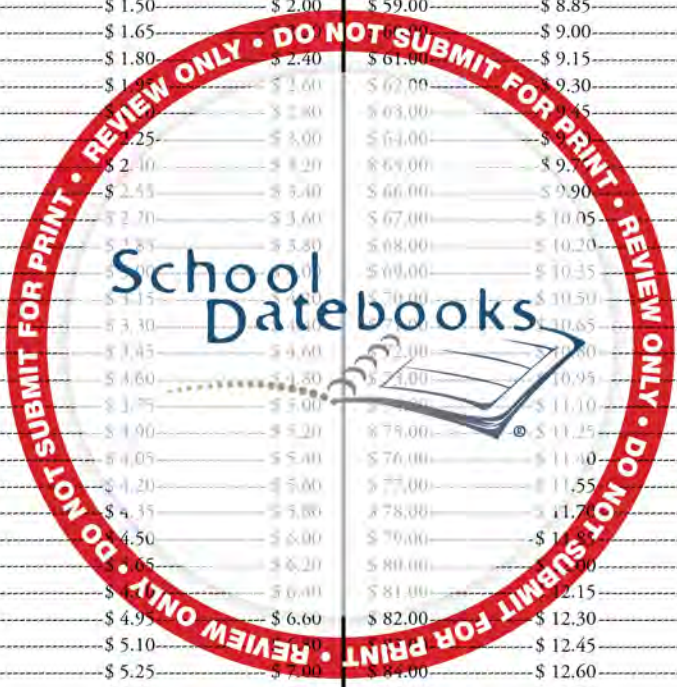




# GRATUITY GUIDE



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



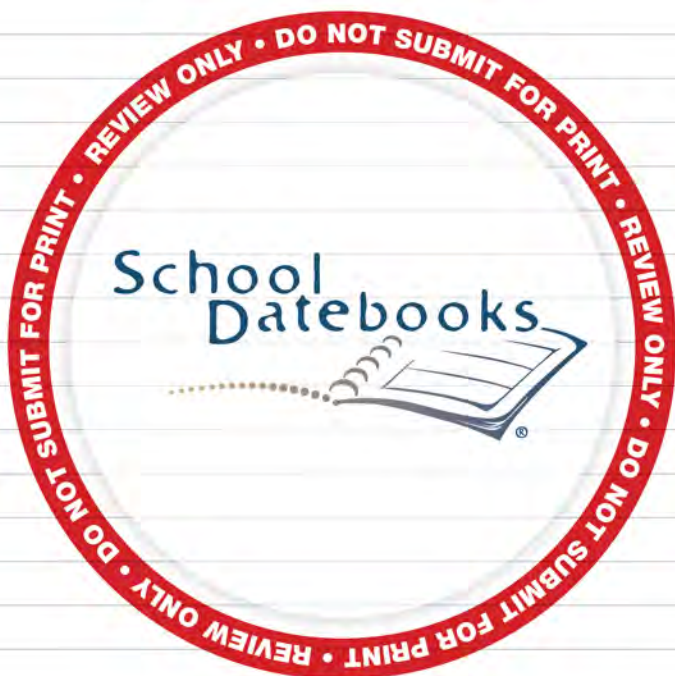




# IMPORTANT DATES *United States*

	2023	2024	2025
<i>New Year's Day*</i>	Sun., Jan. 1	Mon., Jan. 1	Wed., Jan. 1
<i>Martin Luther King Jr. Day*</i>	Mon., Jan. 16	Mon., Jan. 15	Mon., Jan. 20
<i>Groundhog Day</i>	Thurs., Feb. 2	Fri., Feb. 2	Sun., Feb. 2
<i>Lunar New Year</i>	Sun., Jan. 22	Sat., Feb. 10	Wed., Jan. 29
<i>Lincoln's Birthday</i>	Sun., Feb. 12	Mon., Feb. 12	Wed., Feb. 12
<i>Valentine's Day</i>	Tues., Feb. 14	Wed., Feb. 14	Fri., Feb. 14
<i>Presidents' Day*</i>	Mon., Feb. 20	Mon., Feb. 19	Mon., Feb. 17
<i>Washington's Birthday</i>	Wed., Feb. 22	Thurs., Feb. 22	Sat., Feb. 22
<i>Ash Wednesday</i>	Wed., Feb. 22	Wed., Feb. 14	Wed., Mar. 5
<i>Daylight saving time begins</i>	Sun., Mar. 12	Sun., Mar. 10	Sun., Mar. 9
<i>St. Patrick's Day</i>	Fri., Mar. 17	Fri., 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	Wed., Apr. 29	Fri., 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>	Sun., May 7	Sun., May 5	Sun., May 5
<i>Mother's Day</i>	Sun., May 14	Sun., May 12	Sun., May 11
<i>Memorial Day*</i>	Mon., May 21	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 25	Sun., June 23	Sat., 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. 4	Wed., Oct. 1
<i>Columbus Day*</i>	Mon., Oct. 9	Mon., Oct. 14	Mon., Oct. 13
<i>Halloween</i>	Tues., Oct. 31	Sat., 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











# TIME-BLOCK SCHEDULE *first & second semester*

FIRST SEMESTER

\_\_\_\_\_ DAYS

Period	Subject	Teacher	Room

\_\_\_\_\_ DAYS

Period	Subject	Teacher	Room

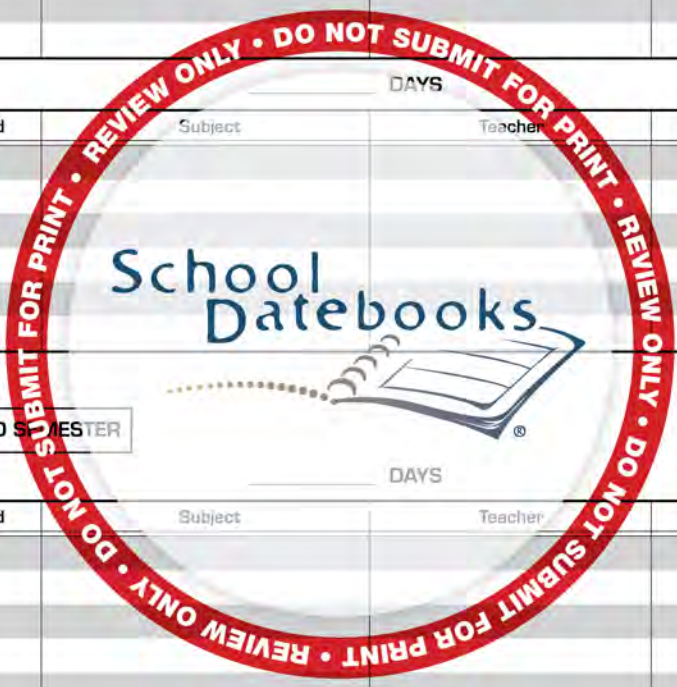
SECOND SEMESTER

\_\_\_\_\_ DAYS

Period	Subject	Teacher	Room

\_\_\_\_\_ DAYS

Period	Subject	Teacher	Room



# CLASS SCHEDULE *trimesters*



## FIRST TRIMESTER

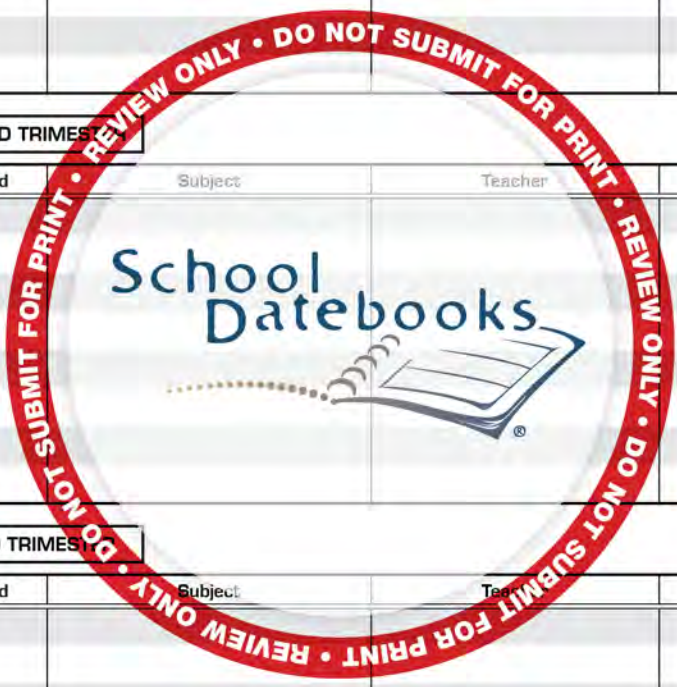
Period	Subject	Teacher	Room

## SECOND TRIMESTER

Period	Subject	Teacher	Room

## THIRD TRIMESTER

Period	Subject	Teacher	Room



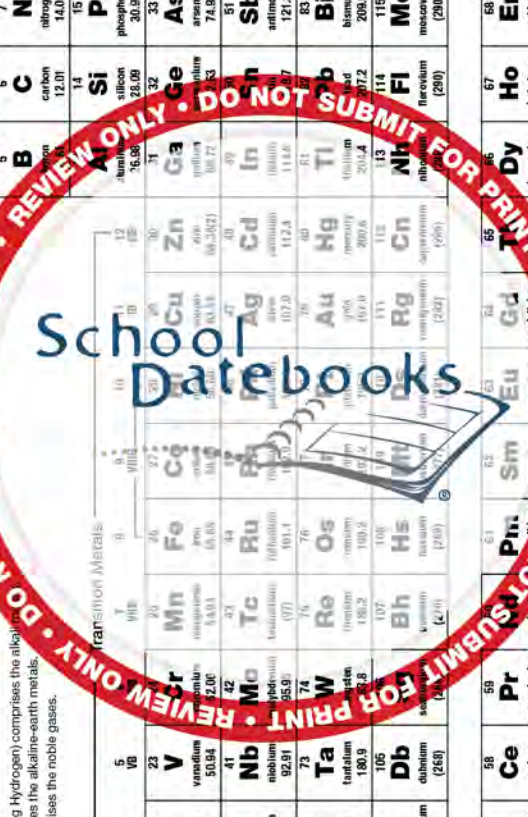


# SCIENCE *Periodic table of the elements*



Updated 9.2022

GROUP	Atomic Mass																18	
1	2	3										12	13	14	15	16	17	18
IA ***	IIA	Transition Metals										IIIA	IVA	VA	VIA	VIIA	VIIIA	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1 <b>H</b> hydrogen 1.008	2 <b>He</b> helium 4.002	3 <b>Li</b> lithium 6.94(1)2	4 <b>Be</b> beryllium 9.012	5 <b>B</b> boron 10.81	6 <b>C</b> carbon 12.01	7 <b>N</b> nitrogen 14.01	8 <b>O</b> oxygen 16.00	9 <b>F</b> fluorine 19.00	10 <b>Ne</b> neon 20.18	11 <b>Na</b> sodium 22.99	12 <b>Mg</b> magnesium 24.31	13 <b>Al</b> aluminum 26.98	14 <b>Si</b> silicon 28.09	15 <b>P</b> phosphorus 30.97	16 <b>S</b> sulfur 32.07	17 <b>Cl</b> chlorine 35.45	18 <b>Ar</b> argon 39.95	
19 <b>K</b> potassium 39.10	20 <b>Ca</b> calcium 40.08	21 <b>Sc</b> scandium 44.96	22 <b>Ti</b> titanium 47.87	23 <b>V</b> vanadium 50.94	24 <b>Cr</b> chromium 52.00	25 <b>Mn</b> manganese 54.94	26 <b>Fe</b> iron 55.85	27 <b>Co</b> cobalt 58.93	28 <b>Ni</b> nickel 58.71	29 <b>Cu</b> copper 63.55	30 <b>Zn</b> zinc 65.38	31 <b>Ga</b> gallium 69.72	32 <b>Ge</b> germanium 72.64	33 <b>As</b> arsenic 74.92	34 <b>Se</b> selenium 78.97	35 <b>Br</b> bromine 79.90	36 <b>Kr</b> krypton 83.80	
37 <b>Rb</b> rubidium 85.47	38 <b>Sr</b> strontium 87.62	39 <b>Y</b> yttrium 88.91	40 <b>Zr</b> zirconium 91.22	41 <b>Nb</b> niobium 92.91	42 <b>Mo</b> molybdenum 95.94	43 <b>Tc</b> technetium (97)	44 <b>Ru</b> ruthenium 101.1	45 <b>Rh</b> rhodium 101.07	46 <b>Pd</b> palladium 106.37	47 <b>Ag</b> silver 107.87	48 <b>Cd</b> cadmium 112.4	49 <b>In</b> indium 114.82	50 <b>Sn</b> tin 118.71	51 <b>Sb</b> antimony 121.76	52 <b>Te</b> tellurium 127.6	53 <b>I</b> iodine 126.9	54 <b>Xe</b> xenon 131.3	
55 <b>Cs</b> cesium 132.9	56 <b>Ba</b> barium 137.3	57-71 <b>Lanthanoids</b>	72 <b>Hf</b> hafnium 178.5	73 <b>Ta</b> tantalum 180.9	74 <b>W</b> tungsten 183.8	75 <b>Re</b> rhenium 186.2	76 <b>Os</b> osmium 190.2	77 <b>Ir</b> iridium 192.22	78 <b>Pt</b> platinum 195.08	79 <b>Au</b> gold 196.97	80 <b>Hg</b> mercury 200.6	81 <b>Tl</b> thallium 204.38	82 <b>Pb</b> lead 207.2	83 <b>Bi</b> bismuth 208.98	84 <b>Po</b> polonium (209)	85 <b>At</b> astatine (210)	86 <b>Rn</b> radon (222)	
87 <b>Fr</b> francium (223)	88 <b>Ra</b> radium (226)	89-103 <b>Actinoids</b>	104 <b>Rf</b> rutherfordium (261)	105 <b>Db</b> dubnium (268)	106 <b>Lr</b> lawrencium (260)	107 <b>Bh</b> bohrium (264)	108 <b>Hs</b> hassium (265)	109 <b>Mt</b> meitnerium (266)	110 <b>Ds</b> darmstadtium (271)	111 <b>Rg</b> roentgenium (272)	112 <b>Cn</b> copernicium (285)	113 <b>Nh</b> nihonium (284)	114 <b>Fl</b> flerovium (289)	115 <b>Mc</b> moscovium (288)	116 <b>Lv</b> livermorium (293)	117 <b>Ts</b> tennessine (294)	118 <b>Og</b> oganeson (294)	
109 <b>Ac</b> actinium (227)	90 <b>Th</b> thorium 232.0377	91 <b>Pa</b> protactinium 231.03688	92 <b>U</b> uranium 238.02891	93 <b>Np</b> neptunium (237)	94 <b>Pu</b> plutonium (244)	95 <b>Am</b> americium (243)	96 <b>Cm</b> curium (247)	97 <b>Bk</b> berkelium (247)	98 <b>Cf</b> californium (251)	99 <b>Es</b> einsteinium (252)	100 <b>Fm</b> fermium (257)	101 <b>Md</b> mendelevium (258)	102 <b>No</b> nobelium (259)	103 <b>Lr</b> lawrencium (262)	104 <b>Rf</b> rutherfordium (261)	105 <b>Db</b> dubnium (268)	106 <b>Lr</b> lawrencium (260)	
105 <b>La</b> lanthanum 138.90547	106 <b>Ce</b> cerium 140.116	107 <b>Pr</b> praseodymium 140.907	108 <b>Nd</b> neodymium 144.242	109 <b>Pm</b> promethium (145)	110 <b>Sm</b> samarium 150.36	111 <b>Eu</b> europium 151.964	112 <b>Gd</b> gadolinium 157.25	113 <b>Tb</b> terbium 158.92535	114 <b>Dy</b> dysprosium 162.500	115 <b>Ho</b> holmium 164.93032	116 <b>Er</b> erbium 167.259	117 <b>Tm</b> thulium 168.93422	118 <b>Yb</b> ytterbium 173.054	119 <b>Lu</b> lutetium 174.9668	120 <b>Rf</b> rutherfordium (261)	121 <b>Db</b> dubnium (268)	122 <b>Lr</b> lawrencium (260)	



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

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

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



## Mass Density

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

## Speed

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

## Acceleration

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

(a=average acceleration; v=velocity;

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

$t_f$ =final time;  $t_i$ =initial time)

## Law of Universal Gravitation

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

(F=force of attraction;  $m_1$  and  $m_2$ =the

masses of the two bodies; d=distance

between the centers of  $m_1$  and  $m_2$ ;

G=gravitational constant)

## Work Done by a Force

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

## Power

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

## Kinetic Energy

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

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

## Specific Heat

$$Q = cm\Delta t$$

(Q=quantity of heat; c=specific heat;

m=mass;  $\Delta t$ =change in temperature)

## Electric Current (Strength)

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

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

t=time)

## Momentum

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

## Mass-Energy Equivalence

$$E = mc^2$$

(E=the energy [measured in ergs] equivalent

to a mass m [measured in grams]; c=speed

of light [measured in centimeters per second])

## Power Expended in an Electric Appliance

$$P = IV$$

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

## Newton's Second Law of Motion

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

## Torque

$$T = FR$$

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

## Boyle's Law when temperature constant:

$$p_1 V_1 = p_2 V_2$$

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

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

## Wave Motion

$$V = n\lambda$$

(V=wave velocity; n=wave frequency;

$\lambda$ =wavelength)

## Illumination: Surface Perpendicular to the Luminous

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

(I=illumination; I=intensity of source;

r=distance from source to surface perpendicular

to the beam)

## Focal Length of Mirrors and Lenses

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

(f=focal length;  $d_o$ =object distance;

$d_i$ =image distance)

(signs of  $d_o$  or  $d_i$  are as follows)

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

( $h_i$ =image height;  $h_o$ =object height;

$d_i$ =image distance;  $d_o$ =object distance)

## Ohm's Law

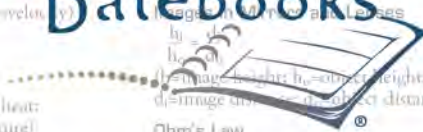
$$I = \frac{V}{R}$$

(I=strength of the current flowing in

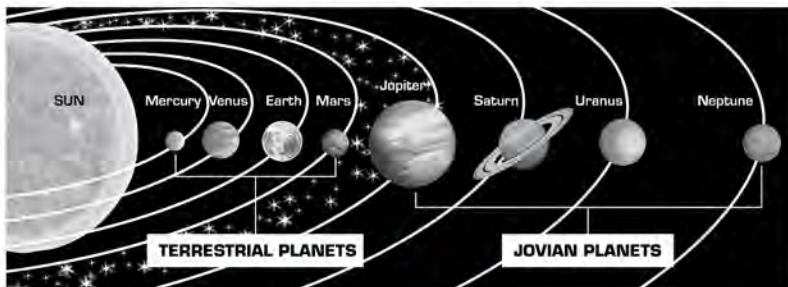
conductor; V=the potential difference

applied to its ends; R=its resistance)

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## THE 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 wanderers were named for Roman gods: Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of the large telescope, astronomers were able to see more planets. Those included Uranus in 1781, Neptune in 1846, and Pluto in 1930, which was later redefined as a dwarf planet. Today, thousands of asteroids and comets fill the space between asteroids orbiting between Mars and Jupiter, and comets beyond Pluto's orbit.

There are two classes of planets: Terrestrial planets, closest to the Sun, have rocky surfaces. They 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 molten, ionized gas, the sun is the closest star to Earth.  
**diameter:** almost 870,000 miles  
**temperature:** 27 million °F

### 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  
**mean distance from the sun:** 35.98 million miles

### VENUS

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

### EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface.  
**diameter:** 7,926 miles  
**temperature:** -126°F to 136°F  
**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 70°F  
**mean distance from the sun:** 141.61 million miles

### 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:** 86,881 miles  
**temperature:** -323°F to 260°F  
**mean distance from the sun:** 483.98 million miles

### SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are comprised of ice particles.  
**diameter:** 79,897 miles  
**temperature:** 358°F  
**mean distance from the sun:** 890.73 million miles

### URANUS

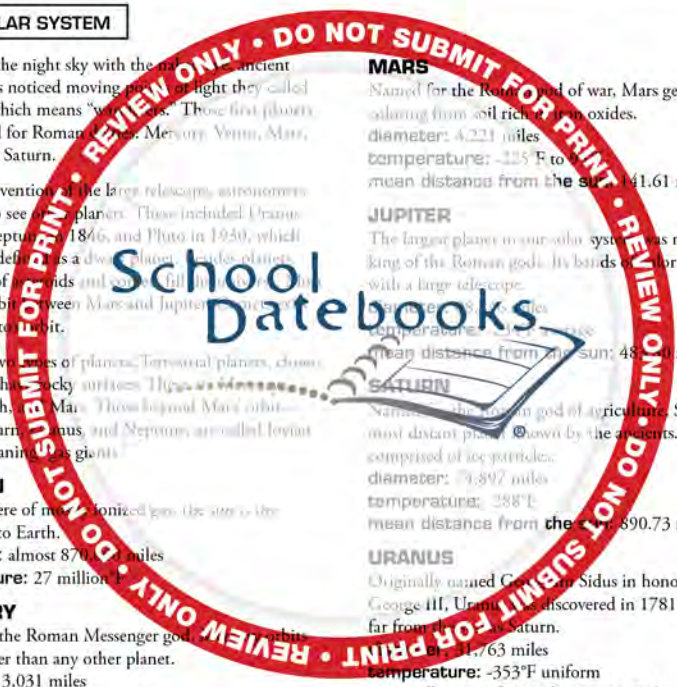
Originally named Geoskon Sidus in honor of King George III, Uranus was discovered in 1781. It is twice as far from the sun as Saturn.  
**diameter:** 31,763 miles  
**temperature:** -353°F uniform  
**mean distance from the sun:** 1,784.89 million miles

### NEPTUNE

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

### DWARF PLANETS

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







## ENGLISH TO METRIC CONVERSIONS

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

## METRIC TO ENGLISH CONVERSIONS

To Convert →	Multiply By →	To Find →
<b>AREA</b>		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
<b>LENGTH</b>		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	.62	miles
<b>MASS AND WEIGHT</b>		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	.222	pound-force
<b>VOLUME</b>		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons



### TEMPERATURE

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

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



## WEIGHTS AND MEASURES

### ENGLISH

#### Area

1 square foot (ft <sup>2</sup> )	-----	144 square inches (in <sup>2</sup> )
1 square yard (yd <sup>2</sup> )	-----	9 square feet
1 acre	-----	43,560 square feet
1 square mile (mi <sup>2</sup> )	-----	640 acres

#### Capacity

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

#### Length

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

#### Time

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

#### Weight

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

### FORMULAS

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

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

Distance -----  $d = rt$

### METRIC

#### Area

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

#### Capacity

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

#### Length

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

#### Mass/Weight

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

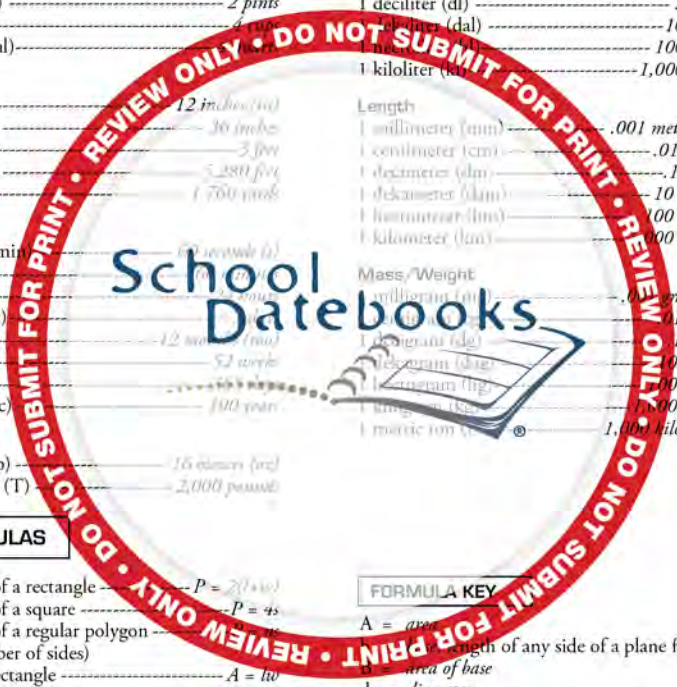
### FORMULA KEY

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

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

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

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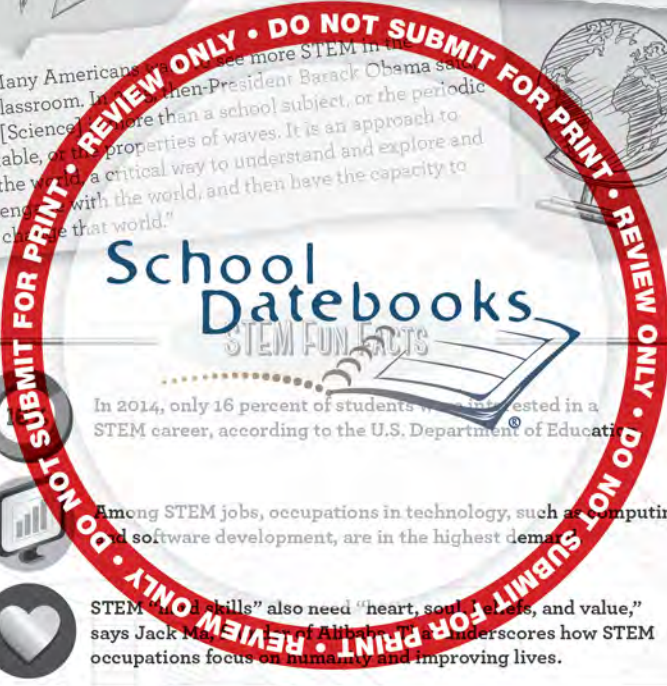


# STEM What is STEM?



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 want to see more STEM in the classroom. In 2009, when 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 and engage with the world, and then have the capacity to change that world.”



## School Datebooks STEM FUN FACTS

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, ethics, and value,” says Jack Ma, founder of Alibaba.com, underscoring 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.



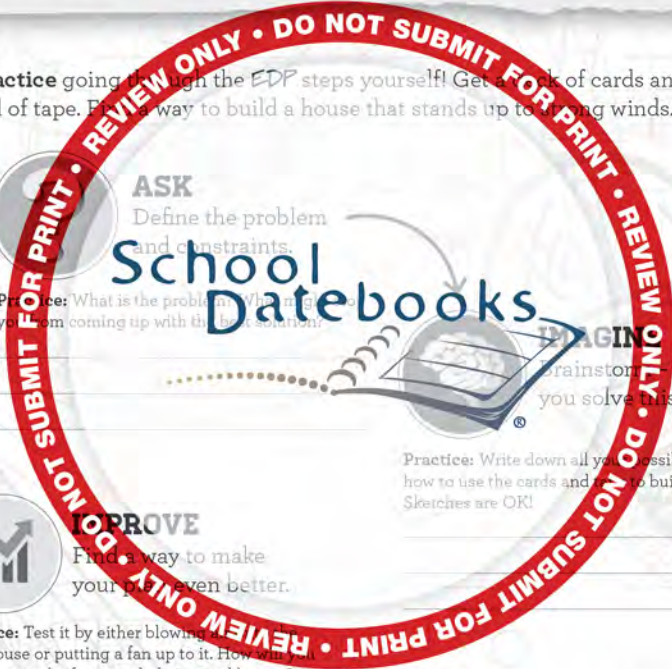


# STEM Engineering Design Process



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 stack 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.

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**Practice:** What is the problem? What are the constraints you are 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 the cards and tape to build the house. Sketches are OK!



**IMPROVE**  
Find a way to make your project even better.

**Practice:** Test it by either blowing on the card house or putting a fan up to it. How can 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** is working together to reach a goal. Within a team, members sometimes take on certain roles. Examples include: head engineer, quality control engineer, designer, 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 even something you pursue. In those cases, you'll have opportunities to apply the ideas to your project.

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?"

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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 2010 titled, "Why we have too few women leaders," and she has written a book titled, "Lean In" about female leadership in business.



**THOMAS DAWKINS (1959-)** is an inventor, and four others designed the technology for the wireless ad hoc network, also known as the Internet of Things or wireless mesh. He also founded the nonprofit organization the Native American Intellectual Property Enterprise Council to help other Native American inventors.



**MAZIO 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.

# STEM Interesting Inventions



## 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 invented by Thomas Edison
- Today's adaptations: incandescents, fluorescents, LED lights



## Refrigerators (1914)

- Invented by Carlisle Bräner since Bräner created the electric motor
- Today's adaptations: walk-in coolers to keep food cold
- Today's adaptations: content tracking and to pers alerting you the door has been open for long



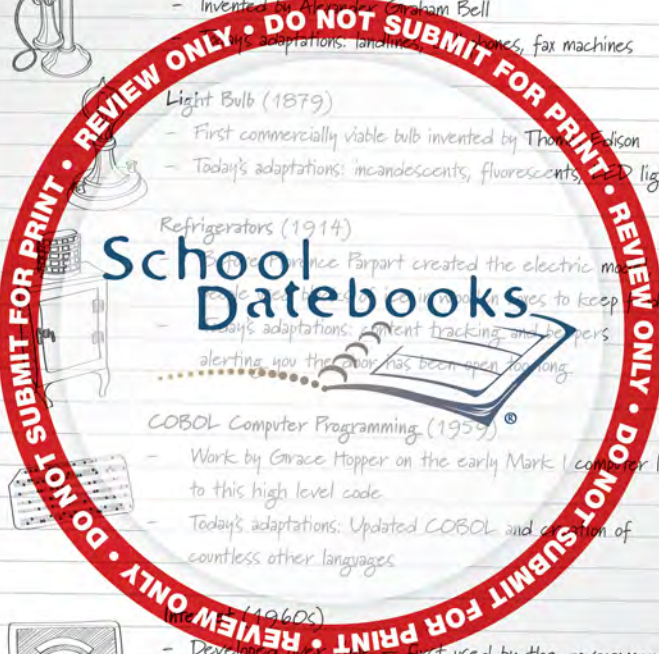
## COBOL Computer Programming (1959)

- Work by Grace Hopper on the early Mark I computer led to this high level code
- Today's adaptations: Updated COBOL and creation of countless other languages

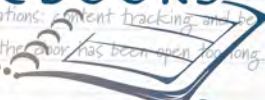


## Internet (1960s)

- Developed over time - first used by the government during the Cold War
- Today's adaptations: search, education, online shopping and advertising



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# STEM Inventions at a Young Age



## Bubble Gum (1860s)

While chewing Mexican chicle, teenager Horatio Adams thought about blowing a bubble with it.



## Popsicle (1905)

Eleven-year-old Frank Epperson found his cup of powdered soda, water, and a stir stick frozen after leaving it outside.



## Trampoline (1930)

Gymnast and diver George Nissen created the first trampoline in his parent's garage when he was 16.



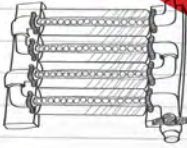
## Solar Lantern (2004)

When Evan Windonga of Kenya was 19, he invented a solar lantern made from 50 percent recycled materials.



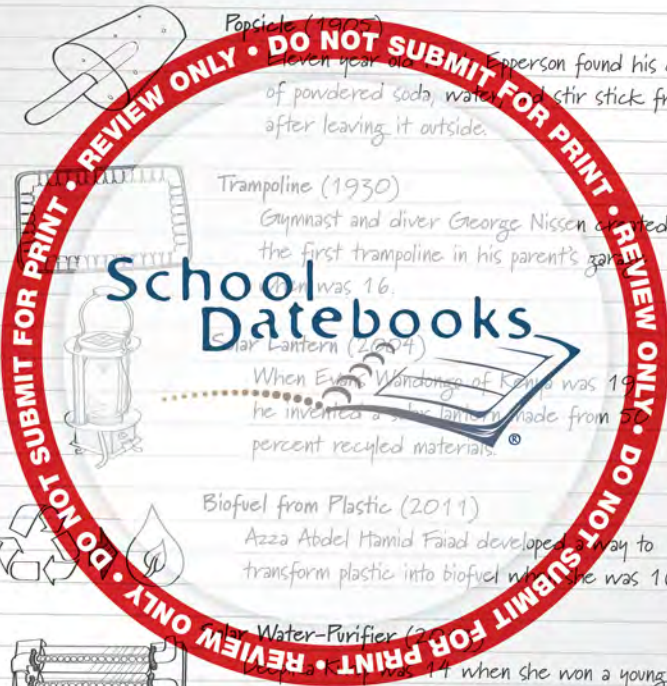
## Biofuel from Plastic (2011)

Azza Abdel Hamid Faiad developed a way to transform plastic into biofuel when she was 16.



## Water-Purifier (2014)

14-year-old Alisha Khan when she won a young scientist award for her solar powered water purification system. She designed it to provide clean drinking water in countries without good water systems.



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# STEM Careers



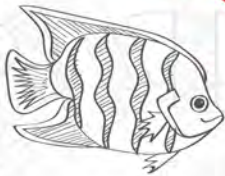
**AGRICULTURAL ENGINEER** | Agricultural engineers bring technology to traditional agriculture by improving methods for livestock raising and crop production. They aim to improve yield (how many crops are produced), safety, and available feed and food supplies. These engineers may introduce advances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



**FOOD SCIENTIST** | Food scientists study food's nutrients and other contents. They identify new food resources 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, airplanes, refrigerators, office machines — anything that operates mechanically. Because equipment is always changing and being improved, mechanics must continually learn new techniques and procedures.



**AQUARIUM DIRECTOR** | An aquarium director oversees everything in the aquarium, coordinating the business office, planning, fundraising, and care of 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.

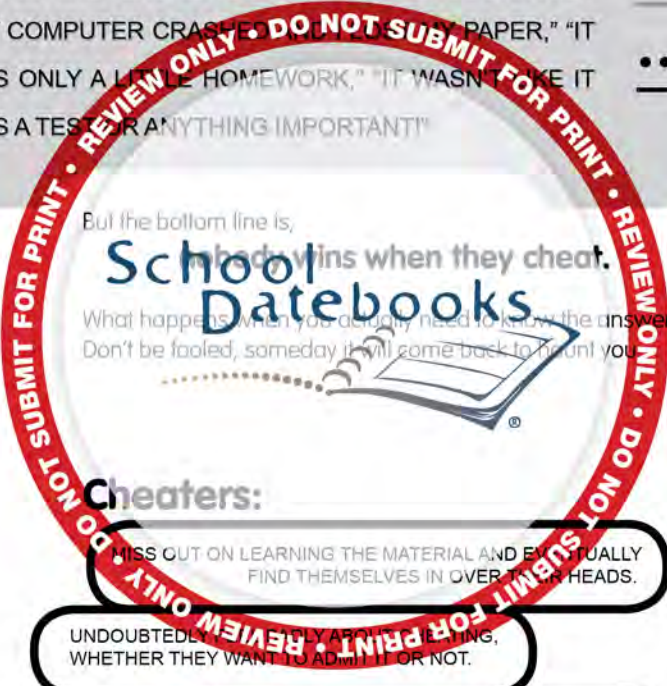
SOME PEOPLE RATIONALIZE THE REASONS WHY THEY CHEAT: "THE TEACHER DIDN'T GIVE US ENOUGH TIME," "MY COMPUTER CRASHED, I DIDN'T GET MY PAPER," "IT WAS ONLY A LITTLE HOMEWORK," "IT WASN'T LIKE IT WAS A TEST FOR ANYTHING IMPORTANT!"

But the bottom line is,

**no body wins when they cheat.**

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What happens when you actually need to know the answer? Don't be fooled, someday it will come back to haunt you.



### Cheaters:

MISS OUT ON LEARNING THE MATERIAL AND EVENTUALLY FIND THEMSELVES IN OVER THEIR HEADS.

UNDOUBTEDLY, CHEATERS ARE ALWAYS LIEING, 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.



## BASIC RÉSUMÉ WRITING

### The Functional Résumé Format

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

*These are the 5 basic parts:*



- (1) **Header:** your name, address, phone number, email address.
- (2) **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).
- (3) **Qualifications:** a brief list or statement highlighting your background, your strengths and what you want your employer to know about you. This can be optional.
- (4) **Skills/Achievements:** a description of your abilities, accomplishments, and areas of competence. These can also be grouped in categories, such as *Office Skills, Technical Experience, and Planning/Organization*.
- (5) **Education:** 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 typelaces in the design of your résumé.
- Use short phrases instead of full paragraphs.
- Line up all headings to keep your résumé looking clean and professional.
- Use good quality paper. A neutral color is preferred.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, faith, religion, or hobbies.
- Do not use the word *résumé* at the top of the page.
- Keep your résumé to one page.
- Have a list of references (names, company names, phone numbers) ready to give if requested.

### Use Action Words to Describe Skills

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



THE SUCCESSFUL STUDENT'S

# — ( BAG OF SKILLS ) —

## LAUDABLE LISTENING

- Concentrate on what the instructor says.
- Avoid distractions.
- Pay attention to the lecture, and take good notes.
- Participate! Ask questions if you don't understand.
- Listen for key words, names, events, and dates.
- Don't assume or judge. Stay on 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 you assignments.
- Develop a routine for completing your homework: Set aside a time, choose a place, have your supplies at hand, and turn off the TV or music.
- Study in blocks of time (if that works best for you).
- Begin with your most important assignments first.
- Take breaks periodically to refresh yourself and review what you've learned.

## School Datebooks



## NOTABLE NOTETAKING

- Use 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 the points you missed. Use cues, drawings, etc., to organize and highlight the material.

## A MEMORABLE MEMORY

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

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



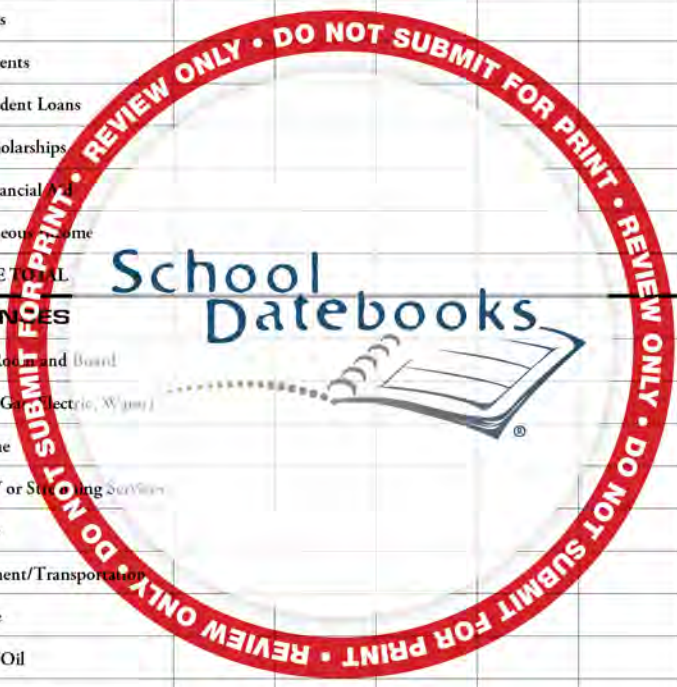
# SUCCESS SKILLS *keeping a monthly budget*

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

→ When dining out with friends, don't order a soda; drink water instead.

- Skip costly coffeehouses and brew your own at home.
- Save money on gas and parking by walking to class or carpooling with pals.
- Many communities offer paying recycling programs, so cash in those cans.
- Consider trimming "extras" that add up, such as streaming services or eating out.

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





LESSONS IN **LEADERSHIP**

## A Good Leader Shares Credit

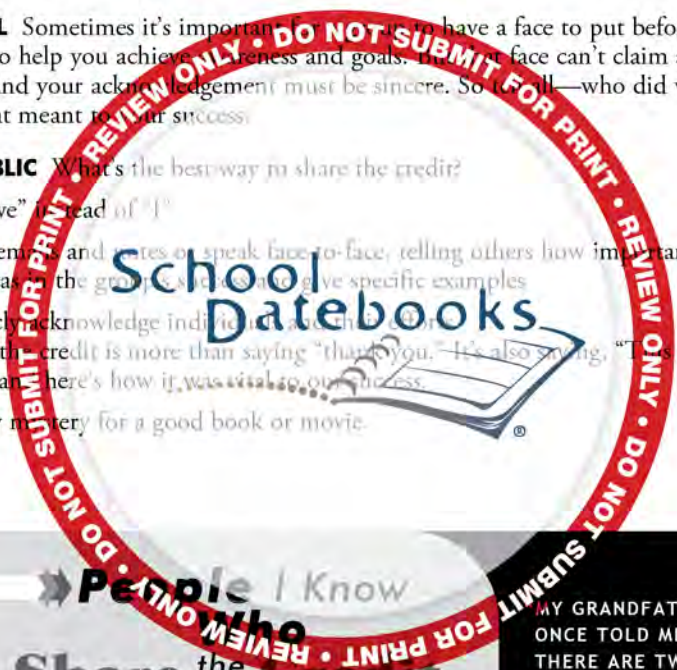
### Who 'Dun It'?

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

**TELL ALL** Sometimes it's important for you to have a face to put before a crowd, to help you achieve your business and goals. But your face can't claim all the credit. And your acknowledgement must be sincere. So tell all—who did what and what that 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 to the group's success and give specific examples
  - ▶ Publicly acknowledge individuals and give credit
- 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?

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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



# SUCCESS SKILLS *leadership — diversity*

LESSONS IN

# LEADERSHIP

## Diversity

### Involve All People

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

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 Open Datebooks

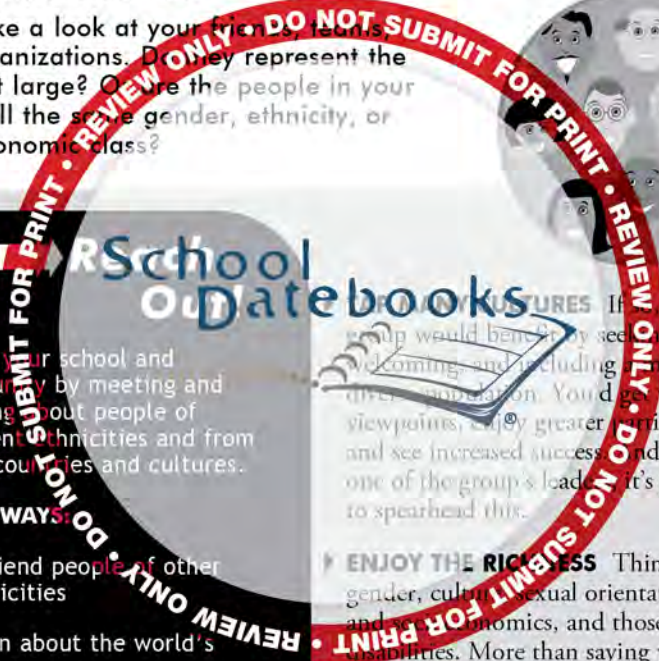
Enrich your school and community by meeting and learning about people of different ethnicities and from many countries and cultures.

### 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

**ENJOY THE RICHNESSES** If your group would benefit by seeing, welcoming, and including more diverse participation, 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 RICHNESSES** 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 listening to what they have to say and what they need 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 send someone a bunch of envelopes to stuff. Instead, ask for help planning and assign a point to cover in 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 get up on 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

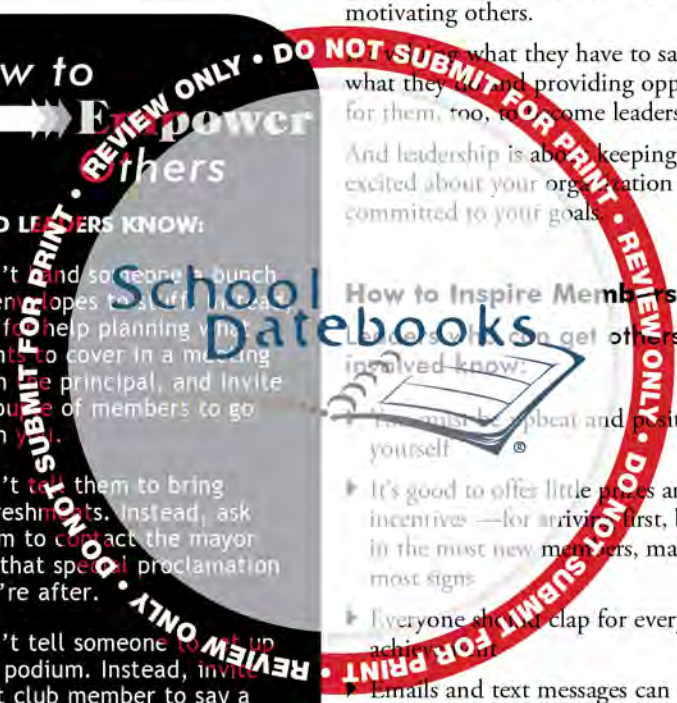
Leaders who do get others to be involved know:

▶ You must upbeat and motivate yourself.

- ▶ It’s good to offer little prizes and incentives—for arriving first, bringing in the most new members, making the most signs.
- ▶ 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







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 yours.

▶ **CLUBS** Are you in a government or civics club? Ask the local Republican and Democratic parties to include you in one of their events. It'll broaden your agenda, give you an interesting speaker, and help you connect with people in the community who are interested in what you're doing.

▶ **SCHOOL TEAMS** Organizing a school spirit drive? Ask off-season teams to join you with a short exhibition—even a comedy act. The more you involve, the more fun and successful it will be.

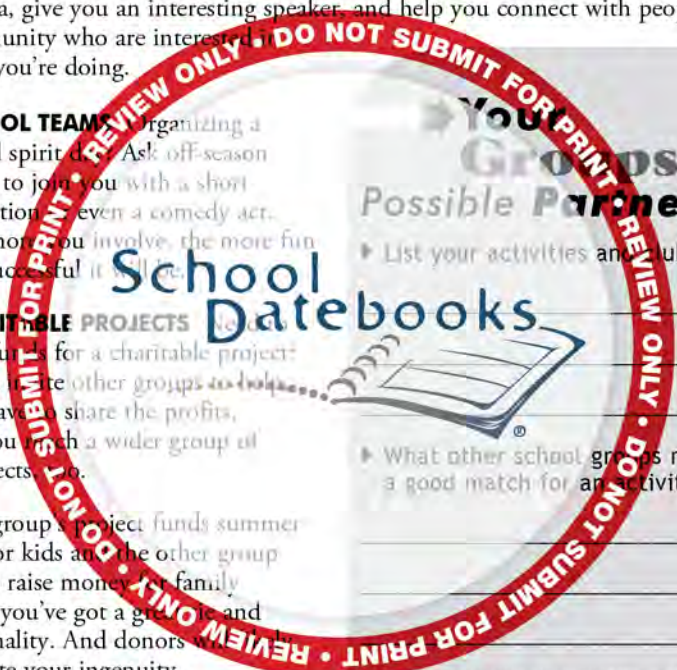
▶ **CHARITABLE PROJECTS** To raise funds for a charitable project? If you invite other groups to help, you have to share the profits, but you reach a wider group of prospects.

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 fit and commonality. And donors will appreciate your ingenuity.

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

**"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



▶ List your activities and clubs:

▶ What other school groups might be a good match for an activity?

▶ What 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 with the project, doing what you say you will do, making sure that what was supposed to happen did, and checking in on every detail. And when a project is complete, good follow through includes wrapping it up with the final checklist and thank-you to everyone involved.

Instead of that mythical "Someday Isle," leaders who follow through make it "Today I Will." Their punch list includes a look at details large and small.

### ▶ REAP THE REWARDS

Like good sports swings, follow through

When you follow through, you'll feel good about yourself and more confident in your ability. 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.

School  
Headline  
"Someday Isle"  
Today

- ▶ Ever tell your little brother, "Someday I'll teach you to skateboard"? Your 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.

"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



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.

1 10

**My score today**  
1 to 10 (10 is tops)

▶ 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 helpful.	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 everyone 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 carefully consider what others suggest.

**EXAMPLE** ▶ Showing is always more powerful than telling, so your actions speak louder than words. Pitch 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 bold, be encouraging, and optimistic. It’s contagious!

**DIALOGUE** ▶ Anyone can talk to someone. It’s a special skill to make it 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 a 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.

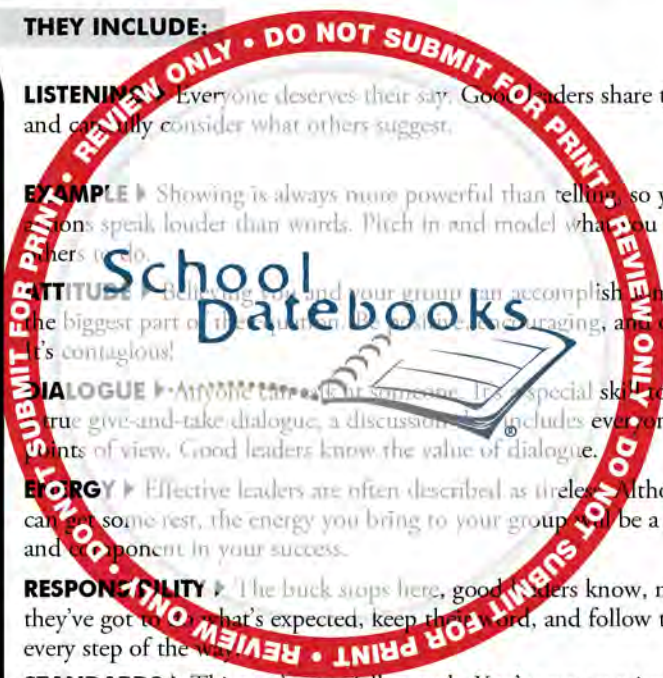
**STANDARDS** ▶ This one’s especially tough. You’ve got to raise the bar, rise to the occasion, and go beyond the norm. Good leaders set and achieve high standards.

**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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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 insights can pour in. Watch other leaders in action. Ponder their styles, strengths and panels so you can see dialogue and discourse at work. Practice your own communication skills, too.

**GOOD LEADERS MUST FIRST BE THE GOOD SERVANTS.**  
—Robert Greenleaf

## Volunteer

When asked, take on a small responsibility that will help you learn what it's like to be a leader. Next time, volunteer.

All the while, notice what feels right and 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 LEADING THE SCHOOL OR THE COUNTRY. YOU MAY NOT EVEN BE A CLASS 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 what you think of:

- Attitude
- Room
- Car
- Locker
- Backpack
- Laundry
- Music practice
- Athletic challenges
- Other

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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, but your group will also be better for it.

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

- ▶ Hold a callout; in your announcements, say you're seeking diverse members.
- ▶ 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 to the 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 GROUPS DIVERSE, IT HELPS MAKE SCHOOLS AND COMMUNITIES BETTER BY:

- ▶ Increasing understanding of others
- ▶ Enhancing 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 shuffles around trying to find something? Ever spent time waiting in the car while the driver hunts for the keys? Or wasted time yourself looking for a notebook or packet you saw somewhere just yesterday?

► **KEEP A CALENDAR**

Organization 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 looking around a stack of papers, wondering where you put something important, showing up late? Or would your trainer come off as efficient, respectful of others' time, and someone who's in charge?

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.

"OUT OF CLUTTER,  
FIND SIMPLICITY."  
—Albert Einstein

## School Datebooks



## Others 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 and week ahead and to gather what you'll need in advance.

It will save you hassle and lectures—and free your mind for things you'd rather be thinking about!

"ORGANIZING IS WHAT YOU DO BEFORE YOU DO SOMETHING; SO THAT WHEN YOU DO IT, IT IS NOT ALL MIXED UP."  
—A.A. Milne



LESSONS IN **LEADERSHIP**

# Take Charge

## Prepare Yourself

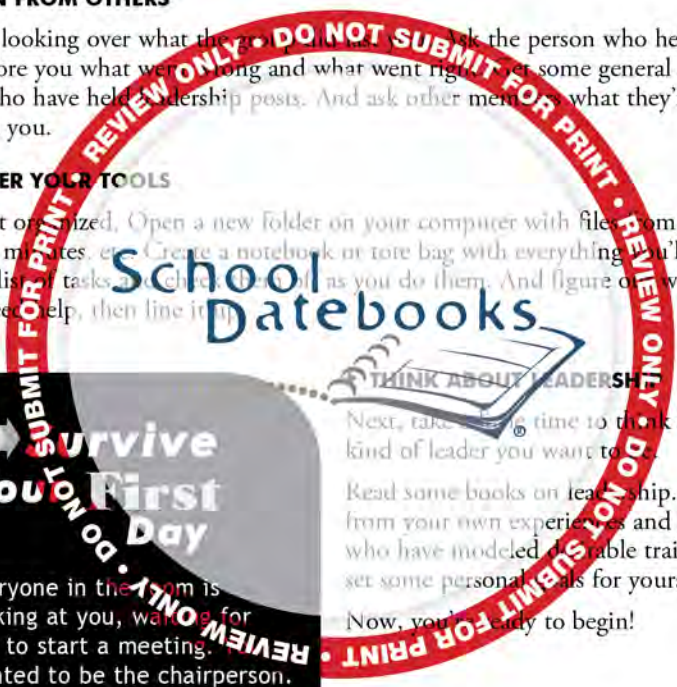
Once you know you'll be stepping into a leadership role, spend some time getting ready.

### ▶ LEARN FROM OTHERS

Start by looking over what the previous leader has done. 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 to check off as you do them. And figure out where you'll need help, then line it up.



Survive  
Your First  
Day

▶ Everyone in the room is looking at you, waiting for you to start a meeting. You wanted to be the chairperson. You care about this group. But 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.

Next, take some 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!

**"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 on 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 would listen to:

\_\_\_\_\_

- ▶ How did you participate in the discussion? How do 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:

\_\_\_\_\_

\_\_\_\_\_

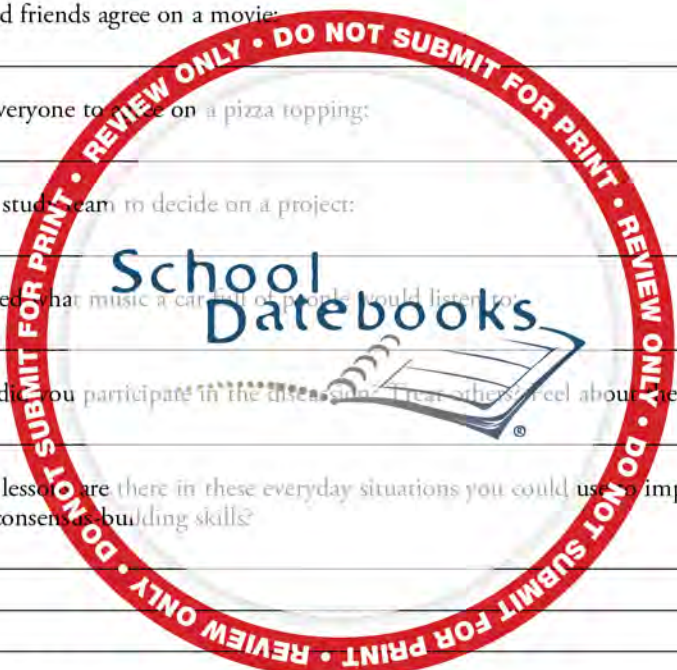
\_\_\_\_\_

- ▶ 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? Infuse 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 goal 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 them. Build them. Nurture them.

## School Datebooks



**NONE EXAMPLE** Some marches on Washington, D.C. are co-sponsored 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 winning through teamwork and partnerships. It makes for better 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 the "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 native died 14 years before women gained that right in 1920, her leadership on the issue was key to the victory. She campaigned, led rallies, wrote government bills, and spoke publicly about women deserving voting rights.

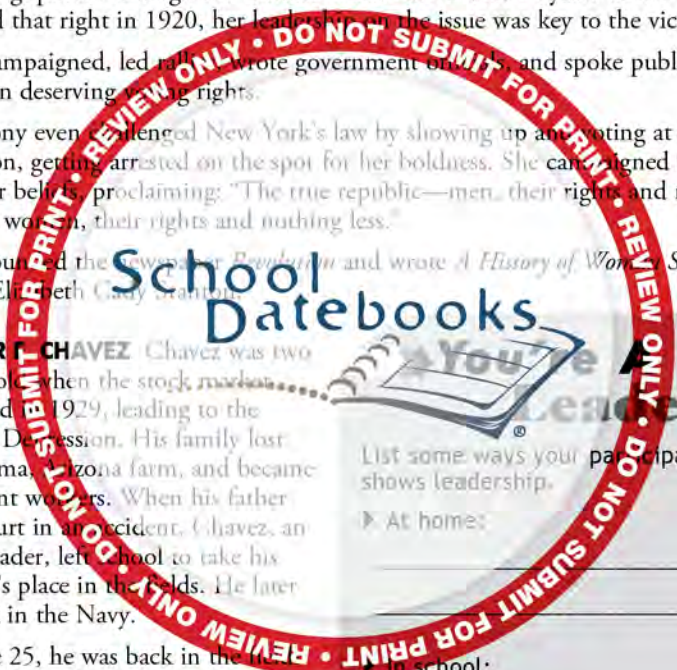
Anthony even challenged New York's law by showing up and voting at one election, getting arrested on the spot for her boldness. She campaigned forcefully for her beliefs, proclaiming: "The true republic—men, their rights and nothing more; women, their rights and nothing less."

She founded the newspaper *Revolution* and wrote *A History of Women 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.



List some ways your participation shows leadership.

▶ At home:

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▶ In school:

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▶ On a team:

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▶ In your community:

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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 teenage 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.

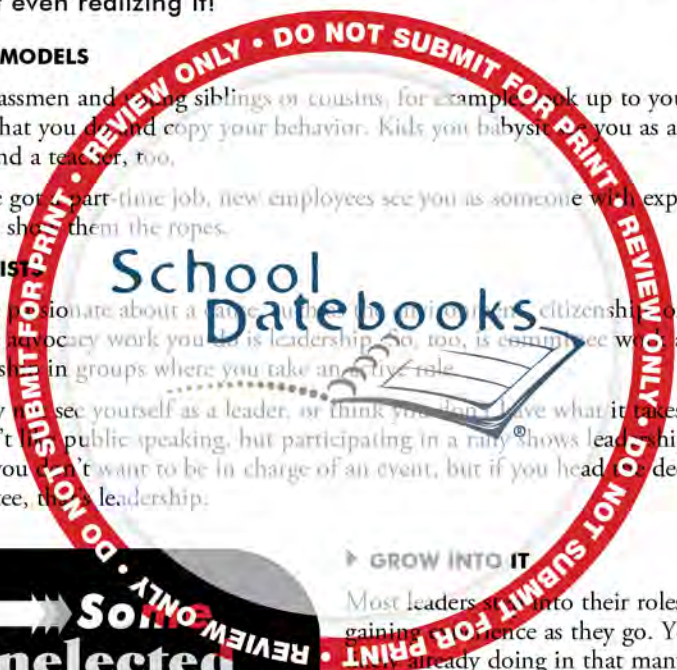
If you've got a part-time job, new employees see you as someone with experience who can show them the ropes.

### ▶ ACTIVIST

If you're passionate about a cause, whether it's environmental citizenship or animal care, the advocacy work you do is leadership, too, is estimating work and even membership in groups where 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 a decoration committee, that's leadership.



### ▶ GROW INTO IT

Most leaders slip into their roles slowly, gaining confidence as they go. You're probably already doing in that many areas. Give yourself credit, and your self-confidence as a leader will grow, too!

## 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**

"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



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 handle 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:

▶ With friends:

▶ At school:

▶ In your activities:

School  
Datebooks



▶ **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 an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

### To help develop listening skills:

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

## HOMEWORK SKILLS

- Keep track of your daily assignments in the datebook as well as in notes what you have to do.
- Homework is an essential part of learning. Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it. Not doing your homework because you do not believe in homework is self-defeating behavior.
- It is your responsibility to find out what you have missed when you are absent. Take the initiative to tell your classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to get the assignments while you are out.
- Have a place to study that works for you—one that is free from distractions. Be honest with yourself about using TV or 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 and stick to it. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- Prioritize your homework so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- Study for 30-40 minutes at a time, then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.





# SUCCESS SKILLS *manual alphabet*

## AMERICAN SIGN LANGUAGE



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



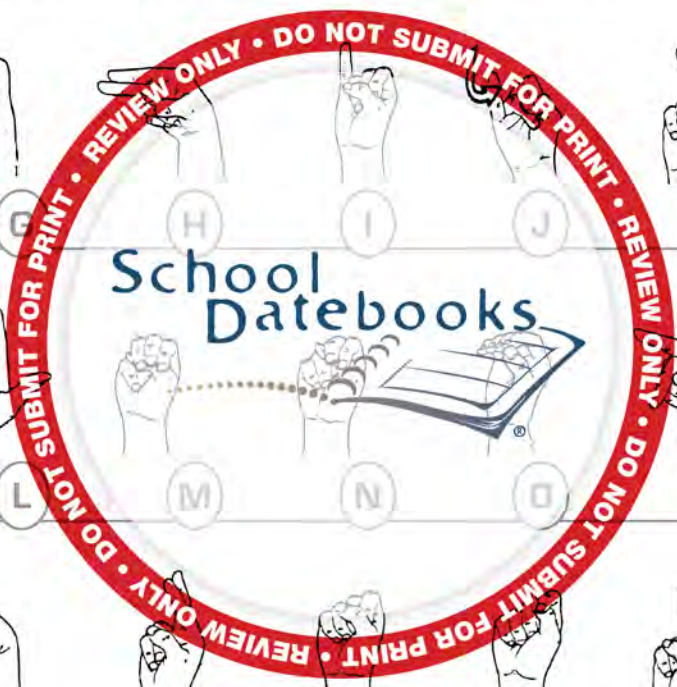
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# SUCCESS SKILLS *plan for success*

## PLAN FOR SUCCESS

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

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

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



### {2} Time Management – Allocating 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, you must

- Rank your tasks in 1, 2, 3 order of priority with 1 the most important task, and continue on down the list.
- When doing homework, work on the most important task first.
- Check off finished tasks.
- If you frequently find that you cannot finish all the tasks on your list, you may need to prioritize your responsibilities and eliminate some that are low on your priority list.

## School Datebooks



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

- Be specific. List specific goals for each academic subject. Also set goals for other school and home activities.
- Set time limits. Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
- Set realistic goals. For example, if math has always been difficult for you, don't aim for an "A" in Algebra at the beginning of the year. If you usually get a "C-" in math, you may want to begin by setting a short-term goal of "C+" or "B-". Reaching that first short-term goal will give you the confidence to raise your goal for the next test or the next grading period.
- Draw up a step-by-step plan of action for reaching each goal; then go for it!
- Write your goals down, and put them in several places (your 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 all 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. Three keys to success are:

- Set aside specific times for routine tasks (e.g., homework and household chores).
- Map out time for everything you have to do, such as travel to school, a band practice, 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 wanting to enter 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

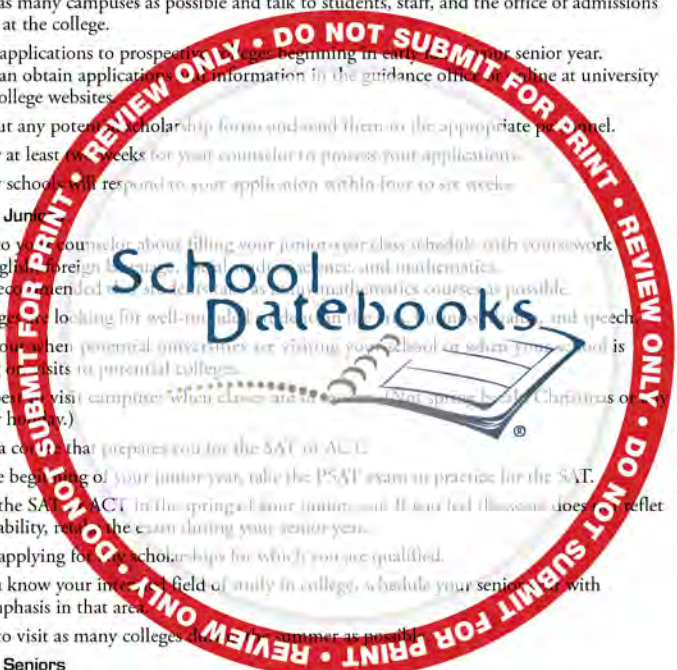
- (1) The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
- (2) Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do 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 scores on your college applications.
- (4) Look at as many potential colleges as possible. Do not limit your options.
- (5) Visit as many campuses as possible and talk to students, staff, and the office of admissions while at the college.
- (6) Send applications to prospective colleges beginning in early fall of your senior year. You can obtain 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 six weeks for your counselor to process your applications.
- (9) Many schools will 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, science, and mathematics. It is recommended to take at least one advanced mathematics course, if possible.
- (2) 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) Find out when potential universities are visiting your school or when you intend to go on visits to potential colleges.
- (4) It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)
- (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 ill, you do not reflect your ability, retake the exam during your senior year.
- (8) Start applying for 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 as possible during the summer as possible.

### Steps for Seniors

- (1) Attend as many college fairs as possible in your local area.
- (2) Visit as many institutions and universities as possible. It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)
- (3) When visiting colleges, meet with the admissions office, and financial aid office, as well as speak with professors in your intended field of study.
- (4) Talk to older friends and students about that particular college or university.
- (5) Ensure that your SAT or ACT scores meet the 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.

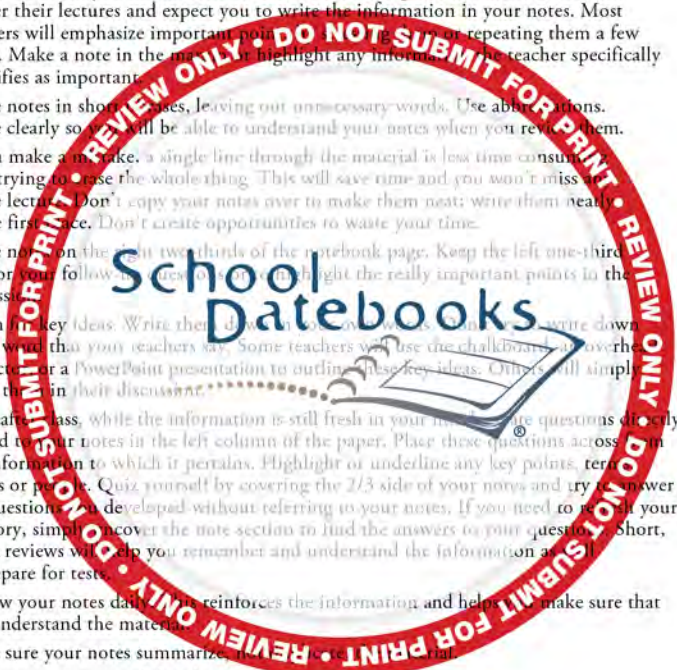




# SUCCESS SKILLS *successful notetaking*

## SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by repeating them a few times. Make a note in the margin to highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions. Highlight the really important points in the discussion.
- Listen for key ideas. Write them down on your notes. When you write down every word that your teachers say, some teachers will use the chalkboard and 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, write questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as 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 the information that you are given.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.





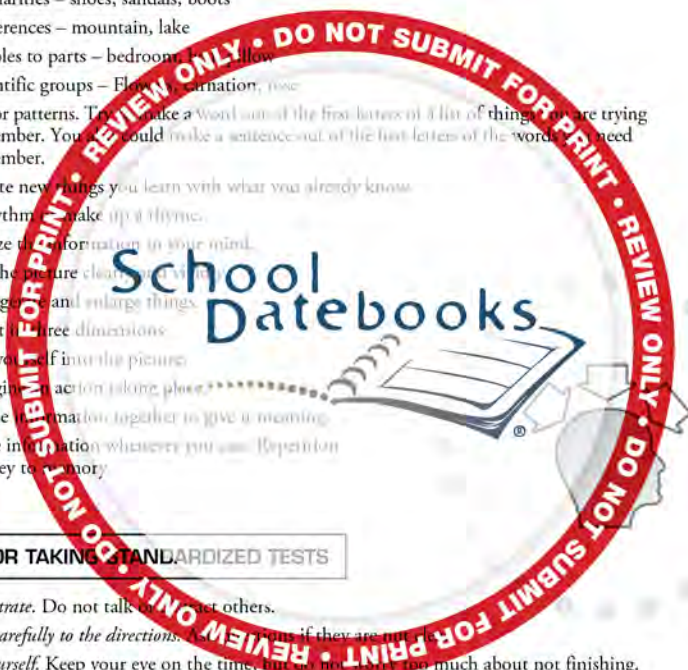
## SUCCESS SKILLS *tips for improving your memory & taking standardized tests*

### TIPS FOR IMPROVING YOUR MEMORY

- (1) Keep notes, lists, and journals to jog your memory.
- (2) Decide what is most important to remember by looking for main ideas.
- (3) Classify information into categories. Some categories may be:
  - a. Time – summer, sun, swimming, hot
  - b. Place – shopping center, stores, restaurants
  - c. Similarities – shoes, sandals, boots
  - d. Differences – mountain, lake
  - e. Wholes to parts – bedroom, floor, wall
  - f. Scientific groups – Flowers, animals, trees
- (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 could make a sentence out of the first letters of the words you need to remember.
- (5) Associate new things you learn with what you already know.
- (6) Use rhythm to make up a rhyme.
- (7) Visualize the information in your mind.
  - a. See the picture clearly in your mind.
  - b. Exaggerate and enlarge things.
  - c. See it in three dimensions.
  - d. Put yourself into the picture.
  - e. Imagine an action taking place.
- (8) Link the information together to give it meaning.
- (9) Use the information whenever you can. Repetition is the key to memory.

### TIPS FOR TAKING STANDARDIZED TESTS

- (1) *Concentrate.* Do not talk to or distract others.
- (2) *Listen carefully to the directions.* Ask questions if they are not clear.
- (3) *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.
- (4) *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.
- (5) *Read all of the possible answers* for each question before choosing an answer.
- (6) *Eliminate any answers that are clearly wrong,* and choose from the others. Words like *always* and *never* often signal that an answer is false.
- (7) *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- (8) *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- (9) *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- (10) *Use all of the time allotted to check and recheck your test.*



# 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, or underline any information the teacher says is important, repeats, or stresses.
- Write down any list or series of steps the teacher mentions.
- Copy all examples in your notebook.

### Datebook:

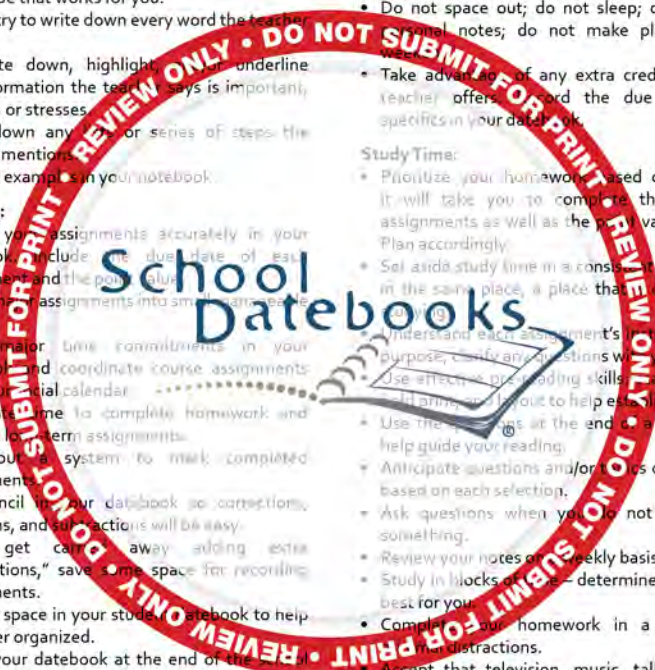
- Record your assignments accurately in your datebook. Include the due date of each assignment and the point value.
- Divide major assignments into smaller, manageable parts.
- Write major time commitments in your datebook and coordinate course assignments with your official calendar.
- Designate time 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 subtractions 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 space 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 reading skills: scan headings, bold print, and layout to help establish themes.
- Use the end of each chapter as 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."*

~ Anatole France



# STUDENT DATEBOOK IMPLEMENTATION

Please photocopy and distribute to your students.

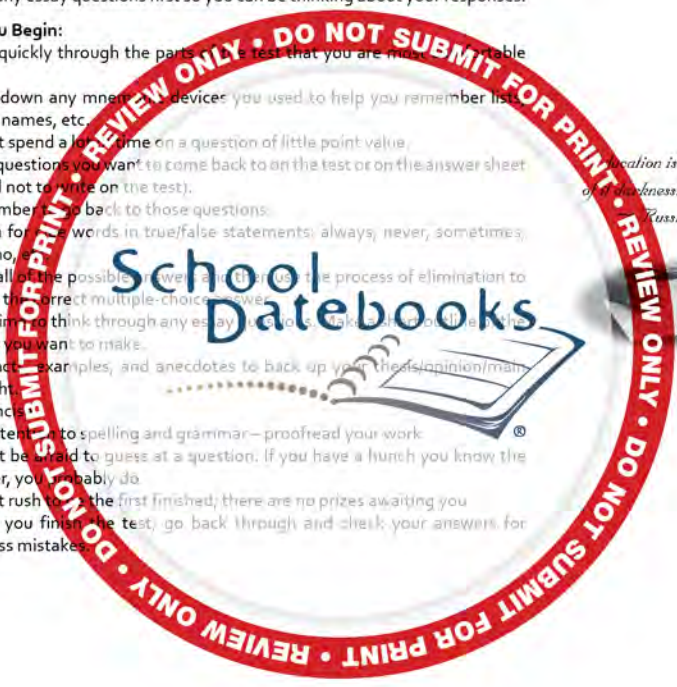
## USE YOUR TEST-TAKING TIME WISELY

### 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 sections.
- Read any essay questions first so you can be thinking about your responses.

### Once You Begin:

- Work quickly through the parts of a test that you are most comfortable with.
- Write down any mnemonic device you used to help you remember list steps, names, etc.
- Do not spend a long 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 key 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 any essay questions. Think about the points you want to make.
- Use facts, examples, and anecdotes to back up your thesis/opinion/main thought.
- 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.



*Education is light, lack of it darkness."*  
*Russian proverb*



# ATTENDANCE RECORDS

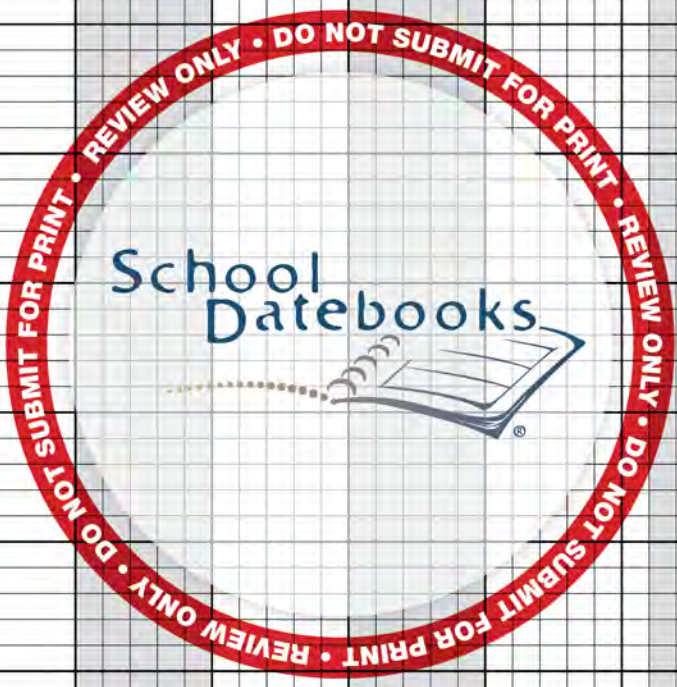
Students →

↓ Dates																													
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# GRADE TRACKING

Projects / Assignments / Tests →										Description:	
										Average/Totals	
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# SEATING CHARTS

Seating Chart for Class \_\_\_\_\_ Day / Time \_\_\_\_\_

A large rectangular grid for drawing a seating chart. A large red circular watermark is centered over the grid. The watermark contains the text "School Datebooks" in blue, with an illustration of a spiral notebook below it. The red border of the watermark contains the text "DO NOT SUBMIT FOR PRINT • REVIEW ONLY" repeated twice.

Seating Chart for Class \_\_\_\_\_ Day / Time \_\_\_\_\_

A second large rectangular grid for drawing a seating chart, identical to the first one, with the same red circular watermark centered over it.

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 approach each new year with the same enthusiasm that made them choose education as their life's work.

**Students** have many possibilities: improving their class rank, raising their cumulative point average, graduating on time (or a semester early), moving into the world of work, improving their chances of being accepted into a college or university, earning a scholarship, and becoming the kind of student they know they can be.

**Parents** willingly assume the challenging role of father or mother 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 art of teaching is the art of creating discovery."*

— Dale Gribble

## School Datebooks

Everyone is busy in our society, and everyone is busy before in a society that is multi-focused.

There are jobs that require more than the designated 40-hour work week; family obligations that require time, energy and emotion; 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 innately 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 time management with 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.





# 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.* Requires 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 reference information in a convenient format.
- *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 fun. Use words from the datebook as example words on a spelling test.
- Plan major assignments so that they do not conflict with major school social events.
- Create a "turn-down" procedure for major events in the datebook to help students avoid procrastination.
- Consider signing points to smaller units of major projects.

### In the Classroom:

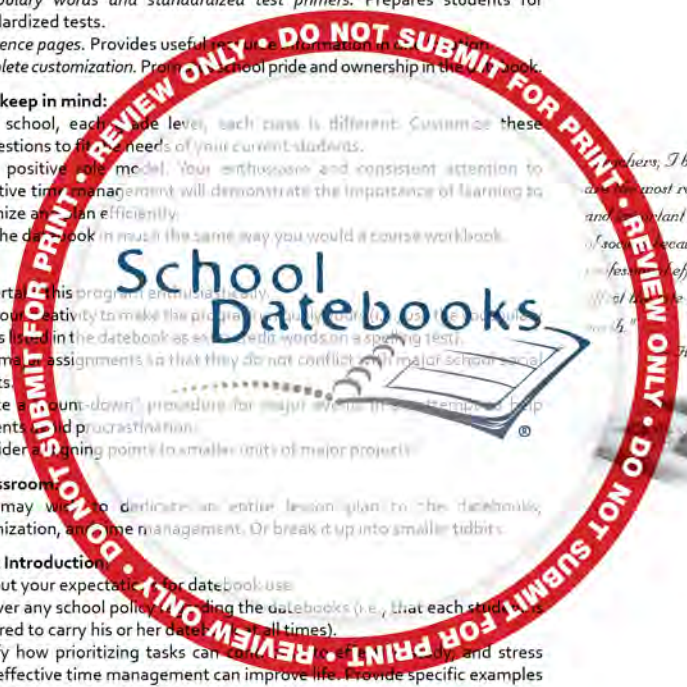
- You may wish to dedicate an entire lesson plan to the datebook, organization, and time management. Or break it up into smaller tidbits.

### Datebook Introduction:

- Lay out your expectations for datebook use.
- Go over any school policies regarding the datebooks (i.e., that each student is required to carry his or her datebook all times).
- Clarify how prioritizing tasks can help students live more fully, and stress that effective time management can improve life. Provide specific examples applicable 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.





# 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 datebook.
- Conduct periodic and/or random datebook checks for appropriate use.
- Reinforce ideas that students who use their datebooks correctly are better prepared for college.
  - 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 relate important information to parents as the need arises 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 parents and/or parents.

Emphasize the effective use of the datebook to parents. You may wish to provide examples in the book with questions.

## Have parents:

- Encourage their student to set academic goals with them.
- Create both a goal and a plan for 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 space.
- Lead by example – maintaining their own effective and efficient calendar.

*"What sculpture is to a block of marble,  
education is to a soul!"*  
~ Johann Wolfgang von Goethe

# 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 II

The datebook involves 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 best chance of succeeding, to learn lifelong skills of organization and time management.

In addition, the datebook is a major vehicle for sharing information with the home and school. Use open house presentations, school newsletters, PTO or parent council meetings, and parent conferences to promote the benefits of using a datebook.

## School Datebooks



## ULTIMATELY

Learning to plan time wisely is the goal, while using time wisely is the reward. This life lesson will help students succeed not only in school, but also in every future endeavor.

*Deeds are more than a thousand words  
 says diligent study  
 is one of with a great  
 here  
 ~ Joseph proverb*

