



K-12

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LANGUAGE ARTS *parts of speech*

NOUN	A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.
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Common nouns are general and do not refer to a specific person, location, or object.

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

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

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

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.
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Nominative Case Pronouns replace the subject of a sentence or clause.

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

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

→ *Examples:* Please give *me* the papers. Timothy's outstanding service earned *him* the award.

Possessive Case Pronouns show ownership or possession.

→ *Examples:* The *sugar* escaped from *the* cage. Their car slid off *the* icy road.

VERB	A WORD THAT EXPRESSES ACTION OR A STATE OF BEING. IT ALSO INDICATES THE TIME OF ACTION OR STATE OF BEING. A VERB HAS DIFFERENT FORMS DEPENDING ON ITS NUMBER, PERSON, VOICE, TENSE, AND MODALITY.
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Number indicates whether a verb is singular or plural. The verb and its subject must agree in number.

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

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

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

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

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

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

→ *Examples:* We *need* the information now. (present)
Reggie *shot* the ball. (past)
You *will enjoy* the school play. (future)

ADVERB	A WORD THAT DESCRIBES OR MODIFIES A VERB, AN ADJECTIVE, OR ANOTHER ADVERB. AN ADVERB TELLS HOW, WHEN, WHERE, WHY, HOW OFTEN, AND HOW MUCH.
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→ *Examples:* The ball rolled *slowly* around the rim. Soccer scores are reported *daily* in the newspaper.

ADJECTIVE	A WORD THAT DESCRIBES OR MODIFIES NOUNS AND PRONOUNS. ADJECTIVES SPECIFY COLOR, SIZE, NUMBER, AND THE LIKE.
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→ *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:* The Mom's apple pie is the *best* of all!

PREPOSITION	A WORD (OR GROUP OF WORDS) THAT SHOWS HOW A NOUN OR PRONOUN RELATES TO ANOTHER WORD IN A SENTENCE.
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→ *Examples:* The man walked *to* the gym.

The horse leaped *over* the fence.

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

CONJUNCTION	A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.
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Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase.

The sentences elements joined by a coordinating conjunction are **equal**. Common coordinating conjunctions are: *and, but, or, nor, yet, so*.

Coordinating conjunctions used to join parts are called **correlative conjunctions**. Common correlative conjunctions are: *either/or, neither/nor, not only/but also, both/and, whether/and*.

→ *Examples:* *Both* raccoons *and* squirrels frequently invade our bird feeders.
Neither Mary Ann *nor* I will be able to go with you.

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

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

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

INTERJECTION	A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.
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→ *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 *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
 Countries → Tippecanoe, Cork
 Countries → U.S.A, Mexico, Canada
 Continents → Africa, North America
 Landforms → Mojave Desert, the Appalachian Mountains
 Holidays and holy days → Veterans Day, Christmas, Yom Kippur
 Months → January, February
 Official documents → Emancipation Proclamation
 Official titles → President Obama, Mayor Bradley
 Periods and events in history → Middle Ages, Renaissance
 Planets, heavenly bodies → Mars, Jupiter, Milky Way
 Public areas → Yellowstone National Park
 Sections of a country or continent → the Northwest, the Middle East
 Special events → Battle of Lexington
 Streets, roads, highways → Route 66, Route 66, Interstate 65
 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: pictures = pictures | desk = desks | machine = machines

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

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

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

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

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

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

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

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

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



LANGUAGE ARTS *sentence structure & spelling rules*

SENTENCE STRUCTURE



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

→ *Example:* He lost the game.

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

→ *Example:* Because he was lost.

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

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

→ *Examples:* We enjoyed the concert.

Amy and Scott were married yesterday. (compound subject)

Ben is leaving work and going home. (compound verb: leave, go)

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

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

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

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

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

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

Diligent studying is a skill on which you have to work several hours before I can start studying. (main clause) (one dependent clause)

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

→ *Example:* Because the school bus broke down, the team rode in a van, and the cheerleaders rode in cars. Unless the eyes are deceiving me, Kevin isn't the skinny horse, and Delia's behind her.

SPELLING RULES

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

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

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

→ *Examples:* reign, weigh, neighbor

→ *Exceptions:* friend, view, material, 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 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 your "voice" remains consistent.

Format

What form will my writing take? Different forms of writing include letters, diaries, reports, essays, research papers, etc. Know the specific requirements: Decide on the form your writing will take, and then make sure you follow the requirements for that form of writing.

PLANNING AND WRITING AN ESSAY OR COMPOSITION

- (1) Select a general subject area that interests you.
- (2) Make a list of your thoughts and ideas about the subject.
- (3) Use your list to help focus on a specific topic within the subject area.
- (4) Decide if you want to say about the topic, and write an introductory statement that states this purpose.
- (5) Make a list of details to support your statement.
- (6) Arrange the list of details into an outline.
- (7) Do any reading and research necessary to provide additional support for specific areas of your outline. Keep a list of all of your sources for your bibliography.
- (8) Write a first draft.
- (9) Revise your first draft, making sure that:
 - (a) The introduction includes a clear statement of purpose.
 - (b) Each paragraph begins with some link to the preceding paragraph.
 - (c) Every statement is supported or illustrated.
 - (d) The concluding paragraph ties all of the important points together, leaving the reader with a clear understanding of the meaning of the essay or composition.
 - (e) Words are used and spelled correctly.
 - (f) Punctuation is correct.
- (10) Read your revised paper aloud to check how it sounds.
- (11) Proofread your revised paper two times: once for spelling, punctuation, and word usage, and again for meaning and effectiveness.



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, larks, dew balls, and bacon* for bait.

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

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

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

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

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

→ *Example:* John Doe, 290 Main St. Middletown, CT 06460
September 20, 2000

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

→ *Example:* Joseph Jones, Ph.D.

QUESTION MARK



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

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

Use: to punctuate a short question within parentheses.

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

APOSTROPHE



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

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

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

→ *Example:* I clearly saw this young *man's* car turn 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 already responsible.

Use: to separate groups of words.

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

QUOTATION MARKS



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

→ *Example:* "I don't know," she said. "I will have to spend a vacation."

Use: to distinguish a word that is being discussed.

→ *Example:* Mr. Jones suggested I refer to the word "law" with "fiction" in my theme.

Use: to indicate that a word is slang.

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

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

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

SINGLE QUOTATION MARK



Use: to punctuate a quotation within a quotation.

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

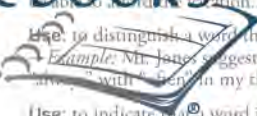
EXCLAMATION MARK



Use: to express strong feeling.

→ *Example:* Help! Help!

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LANGUAGE ARTS *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* only time to leave for the football game.

The wagon lost *its* wheel in the mud.

lead | a heavy, gray metal

lead | to go first or guide

led | the past tense of *lead*

→ *Examples:* Water pipes in many older homes are made of *lead*.

This path will *lead* us to the waterfall.

Bloodhounds *led* the police to the hidden car.

loose | free or not tight

lose | to misplace or suffer the loss of something

→ *Examples:* Since she *lost* eight, 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; head

to the head of a school.

principle | a rule, truth, or belief

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

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

quiet | free from noise

quite | truly or almost completely

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

This enchilada is *quite* spicy.

their | belonging to them

there | at that place

they're | the contraction for *they are*

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

Please place all of the newspapers over *there*.

They're coming over tonight.

to | in the direction of

too | also or very

two | the whole number between one and three

→ *Examples:* The paramedics

rushed *to* the scene of the accident.

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

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

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

whether | a choice or alternative

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

We cannot decide *whether* we will drive or fly to the reunion.

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

Whose | the possessive form of *who*

→ *Examples:* *Who's* in charge of the lighting for the stage?

Whose bicycle is out in the rain?

you're | the contraction for *you are*

your | the possessive form of *you*

→ *Examples:* Be sure to ask if *you're* planning to attend the party.

Your term paper will be due *your* week from today.

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LANGUAGE ARTS *frequently misspelled words*

absence	climbing	equipped	hungry	opportunity	reservoir	trouble
absorb	clothes	escape	identify	opposite	restaurant	truly
accept	colonel	especially	imagine	original	rhyme	two
accidentally	college	etc.	immediate	other	rhythm	unique
accompany	column	everybody	immediately	pageant	ridiculous	until
accuse	commercial	everywhere	immensely	pamphlet	running	unusual
ache	committee	exaggerate	incident	parallel	safety	usually
achieve	completely	exceed	independent	parents	Saturday	vaccinate
acquaintance	concentrate	excellence	Indian	parliament	scent	vacuum
acquire	conscientious	excellent	innocent	particular	schedule	vegetable
affect	conscious	except	instead	passed	scissors	village
afraid	continue	excitement	intelligence	peculiar	search	villain
against	continuous	exciting	intelligent	perform	secret	weather
aggression	convenience	existence	interpret	permanent	secretary	Wednesday
aggressive	convenient	expense	introduce	persuade	semester	weight
all right	counterfeit	experience	its	piece	sense	weird
a lot	countries	explode	it's	pilot	separate	were
already	courage	familiar	jealous	plain	separation	we're
always	courageous	families	knew	plane	separate	where
amateur	courteous	fascinate	know	planned	shepherd	whether
ambition	cried	fasten	knowledge	pleasant	shining	which
among	critic	fatigue	laboratory	poison	sincerely	whole
apology	criticize	favorite	laud	possess	soldier	whose
apparent	creativity	fiction	leisure	possession	sophomore	witch
appearance	deceive	fictitious	light	possible	spaghetti	woman
appreciate	decide	find	lighting	practically	speak	women
arctic	definitely	first	lonely	precede	speech	wonderful
argument	definitely	forecast	loose	preferred	stationery	ask
article	describe	foreign	lying	prejudice	stopping	asking
associate	description	foresee	magazine	principle	stories	are
athlete	dispute	forest	magnificent	privilege	strengthen	ask
attendance	author	foretell	many	probably	stretch	are
attitude	awful	fragile	marriage	profession	studies	are
author	beauty	freight	mathematics	prophecy	studying	are
awful	because	didn't	meant	psychologist	succeed	are
beautiful	beginning	difficult	millionaire	psychology	summary	are
beauty	believe	dinner	miniature	pursue	superintendent	are
because	benefit	dining	mischievous	quantify	suspense	are
beginning	bicycle	disappear	narrative	realize	suspicion	are
believe	biscuit	disappoint	necessary	really	swimming	are
benefit	boundary	discipline	neighbor	receive	synagogue	are
bicycle	Britain	discussion	nervous	receiving	temperament	are
biscuit	brilliance	disease	niece	recess	themselves	are
boundary	brilliant	dissatisfy	nineteen	recognize	there	are
Britain	bureau	doctor	ninety	recommend	therefore	are
brilliance	bureau	does	notice	reference	they	are
brilliant	bureau	doesn't	noticeable	referring	they're	are
bureau	business	dropping	nuisance	rein	thief	are
business	captain	during	obedience	reign	thoroughly	are
captain	career	easier	occasion	relative	thought	are
career	carrying	easiest	occur	relief	through	are
carrying	cemetery	effect	occurred	religion	tobacco	are
cemetery	certain	either	occurrence	remember	together	are
certain	challenge	embarrass	occurring	repetition	tomorrow	are
challenge	chief	enough	often	repellent	tragedy	are
chief	children	entertain	opinion		tried	are
children	chocolate	envelope				are
chocolate	chosen	equipment				are
chosen	Christian					are
Christian	cinnamon					are
cinnamon	climbed					are
climbed						are

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LANGUAGE ARTS *outlining*

OUTLINING

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

formal

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

Formal Outline Format:

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

II.

No new subdivision should be started unless there are at least two points to be listed in the new division. This means that each I must have a 2; each a must have a b. Formal outlines may be either a **sentence outline** or a **topic outline**.

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

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 fully 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



LANGUAGE ARTS *common editing marks*

↑ | *insert a comma*

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

↵ | *insert an apostrophe*

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

“ ” | *insert quotation marks*

→ The students were required to read the poem “Howl.”

^ | *insert written suggestion*

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

○ | *use a period*

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

/ | *delete*

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

~ | *transpose elements*

→ The team could have also placed first in the tournament.

⌒ | *close up this space*

→ Milo retreated to his dog house.

| *insert single space*

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

| *begin new paragraph*

→ “Who’s that?” Missy asked. “Her name is Beth,” said Brenda.

No # | *no new paragraph*

→ “I’m tired,” said Kevin.

“I’d like to go home.”

≡ | *capitalize*

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

ℓ | *lowercase*

→ Tim fondly remembers playing football in High School.

sp | *spell out*

→ It was Kim’s 1st trip to the U.K.

stet | *stet (let it stand)*

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

stet

stet



LANGUAGE ARTS *MLA style of documentation*

YOUR WORKS-CITED LIST	Your works-cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in the text.
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According to the *Modern Language Association Handbook for Writers of Research Papers, 8th edition*:

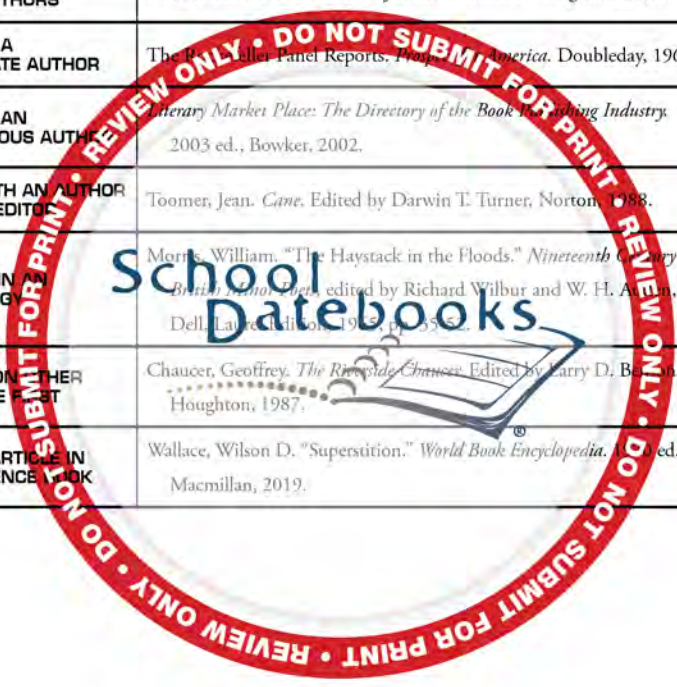
- (1) Double-space all entries.
- (2) Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
- (3) List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.
- (4) Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals, and films are all published independently.
- (5) If the title of a book you are citing includes the title of another book, italicize the main title but not the other title.
- (6) Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.
- (7) Separate the author, title, and publication information with a period followed by one space.
- (8) Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.
- (9) Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.
- (10) Use the phrase "Accessed 5 Jan. 2019" instead of listing the date of the abbreviation, "2019."

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



LANGUAGE ARTS *MLA style of documentation*

BOOK (GENERAL GUIDELINES)	Author's last name, first name. <i>Book title</i> . Publisher, publication date.
BOOK BY ONE AUTHOR	Wheelen, Richard. <i>Sherman's March</i> . Crowell, 1978.
TWO OR MORE BOOKS BY THE SAME AUTHOR	Garreau, Joel. <i>Edge City: Life on the New Frontier</i> . Doubleday, 1991. ---. <i>The Nine Nations of North America</i> . Houghton, 1981.
BOOK BY TWO OR THREE AUTHORS	Purves, Alan C., and Victoria Rippere. <i>Elements of Writing About a Literary Work</i> . NCTE, 1968.
BOOK BY FOUR OR MORE AUTHORS	Pratt, Robert A., et al. <i>Masters of British Literature</i> . Houghton, 1956.
BOOK BY A CORPORATE AUTHOR	The Publisher Panel Reports. <i>Publisher Panel Reports</i> . Doubleday, 1961.
BOOK BY AN ANONYMOUS AUTHOR	<i>Literary Market Place: The Directory of the Book Publishing Industry</i> . 2003 ed., Bowker, 2002.
BOOK WITH AN AUTHOR AND AN EDITOR	Toomer, Jean. <i>Cane</i> . Edited by Darwin T. Turner, Norton, 1988.
A WORK IN AN ANTHOLOGY	Morris, William. "The Haystack in the Floods." <i>Nineteenth Century British Fiction</i> . Edited by Richard Wilbur and W. H. Auden. Dell, Laurence, 1957, pp. 35-52.
AN EDITION OTHER THAN THE FIRST	Chaucer, Geoffrey. <i>The Riverside Chaucer</i> . Edited by Larry D. Benson. 3rd ed., Houghton, 1987.
SIGNED ARTICLE IN A REFERENCE WORK	Wallace, Wilson D. "Superstition." <i>World Book Encyclopedia</i> . 10th ed., vol. 2, Macmillan, 2019.





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 (in this case, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the group) or the one-author entries first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the last author's name when listing multiple authors for 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. (Year of publication, month, day). Title of article. *Title of periodical*, volume number (issue number), page range.
- You need to list the volume number if the periodical uses continuous pagination throughout a particular volume. If each volume begins with page 1, then you should list the issue number as well → *Title of Periodical*, volume number (issue number), pages.

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

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

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

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

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

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

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

An online journal or magazine

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number (issue number), page range. doi: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 *APA style of documentation*



EXAMPLES



Journal article, one author

- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles.

Journal of Comparative and Physiological Psychology, 55, 893-896.

Journal article, more than one author

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

Work discussed in a secondary source

- Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Cognition*, 100, 589-608.

Give the secondary source in the reference list. In the text, name the original work, and give a citation for the secondary source. For example, if you read Seidenberg and McClelland's work as cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in your reference list. In the text, use the following citation:

- In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

Magazine article, one author

- Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-30.

Book

- Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*.

American Psychological Association.

An article or chapter of a book

- O'Neil, J. M., & Egan, J. (1992). Men and women's gender role attitudes: A metaphor for bonding, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 10-23). Springer.

A government publication

- National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 79-679). U.S. Government Printing Office.

A book or article with no author or editor named

- *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Merriam-Webster.
 - New drug appears to cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.
- For parenthetical citations of sources in text with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and italics, as appropriate. For example, the parenthetical citations of the two sources above would appear as follows: (Merriam-Webster's, 2005) and (Washington Post, 1993).

A translated work and/or a republished work

- Laplace, P. S. (1951). *A philosophical essay on probabilities* (J. W. Truscott & F. L. Emory, Trans.). Dover. (Original work published 1814).

A review of a book, film, television program, etc.

- Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*]. *Contemporary Psychology*, 38, 466-467.

An entry in an encyclopedia

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

An online journal article (no DOI assigned)

- Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. <http://www.buddhistethics.org/2/inada1>

A web page

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

School Datebooks



LANGUAGE ARTS *common prefixes & suffixes*

COMMON PREFIXES

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

Prefix	Meaning	Examples
auto-	self	automobile, autopilot
bi-	two or twice	bicycle, biannual, biweekly
com-	with	compare, communicate, 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	impossible, immature, impatient
in-	not or within	indoor, indoors, ingrown
inter-	between	international, interfere, recreation
ir-	not	irresponsible, irregular
mid-	middle	midnight, midstream, midway
mis-	wrong	mistake, misguide, misunderstanding
non-	not or without	nonsense, nonfat, nonfiction
post-	after	postgraduate, postwar
pre-	before	prehistoric, precaution, preschool
re-	back or again	return, rewrite, recycle, react
sub-	below	submarine, subzero, subtle
super-	above, over, or beyond	supernatural, supermarket, superpower
trans-	across, over	transplant, transatlantic, transport
un-	not	unsafe, unusual, unsure

COMMON SUFFIXES

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

Suffix	Meaning	Examples
-able	able to be	payable, reusable, portable
-al	of, like, or suitable for	logical, natural, comical
-an	relating to, belonging to, or living in	Cuban, 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 French*

GREETINGS

Hello/Good morning/Good afternoon | Bonjour

Good evening | Bonsoir

Hi/Bye | Salut **Bye** | Ciao

Goodbye | Au revoir

How are you doing? | Comment allez-vous?

(Informal: Comment vas-tu?)

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

[very] well | (très) bien

[very] poorly | (très) mal

So-so. | Comme-ci, comme-ça.

How's it going? | Ça va?

It's okay. | Ça va.

It's going well. | Ça va bien.

It's going poorly. | Ça va mal.

Not bad. | Pas mal.

And you? | Et vous? (Informal: Et tu?)

INTRODUCTION

What's your name? | Comment vous appelez-vous?

(Informal: Comment t'appelles-tu?)

My name is... | Je m'appelle...

Pleased to meet you. | Enchanté(e).

I'd like you to meet... | Je vous présente...

(Informal: Je te présente...)

This is... | Voici...

PLEASANTRY

Please | S'il vous plaît (Formal: S'il te plaît)

Thank you | Merci

You're welcome. | Je vous en prie.

(Informal: Je t'en prie.)

No problem. | De rien.

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

RESPONSES

Yes | Oui

No | Non

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

Of course. | Bien sûr.

OK | D'accord.

Maybe | Peut-être

TITLES

Miss | Mademoiselle

Mrs./Ma'am | Madame

Mr./Sir | Monsieur

BASICS

Who | Qui

Where | Où

When | Quand

Why | Pourquoi

What | Quoi

How | Comment

And | Et

Also | Aussi

A lot | Beaucoup

NUMBERS

One | un

Two | deux

Three | trois

Four | quatre

Five | cinq

Six | six

Seven | sept

Eight | huit

Nine | neuf

Ten | 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 Spanish*

GREETINGS

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

INTRODUCTIONS

What's your name? | ¿Cómo se llama usted?
My name is... | Mi nombre es...
Pleased to meet you | Encuesta de la
Likewise | Igualmente
I'd like you to meet... | Me gustaría que conozcas...
This is... | Esta es...

PLEASANTIES

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

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 6 | seis
 2 | dos 7 | siete
 3 | tres 8 | ocho
 4 | cuatro 9 | nueve
 5 | cinco 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 *exploring German*

GREETINGS

Hello/Good morning/Good afternoon | Tag/Guten

Morgen/Guten Tag

Good evening | Abend/Guten Abend

Hi | Hi/Hallo/

Goodbye | Tschüss.

How are you doing? | Wie geht es Ihnen?

(Informal: Wie geht's dir?)

I'm... | Mir geht's...

(very) well | (sehr) gut

(very) bad | (sehr) schlecht

I'm ok. | Es geht.

How's it going? | Wie geht's?

It's okay. | Es geht.

It's going well. | Es geht gut.

It's going poorly. | Es nicht gut.

Not bad. | Nicht schlecht.

And you? | Und du?

INTRODUCTION

What's your name? | Wie heißt du?

(Informal: Wie heißt du?)

My name is... | Ich heiße...

Pleased to meet you. | Freut mich.

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

This is... | Das ist...

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

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



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 / 一会儿 zài huì / yí 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 zěng yàng?
It's okay. | 还行 hái xíng
Not bad. | 还不错 hái bù cuò
And you? | 你呢? nǐ ne?

INTRODUCTION

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

PLEASANTRY

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

RESPONSES

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

TITLES

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

BASICS

Who | 谁 shéi
Where | 在哪里 zài nǎ lǐ
When | 什么时候 shén me shí hòu
Why | 为什么 wèi shén me
What | 什么 shén me
How | 怎么样 zěng me yàng
Which | 哪一个 nǎ yí 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...? | ...? zěng 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

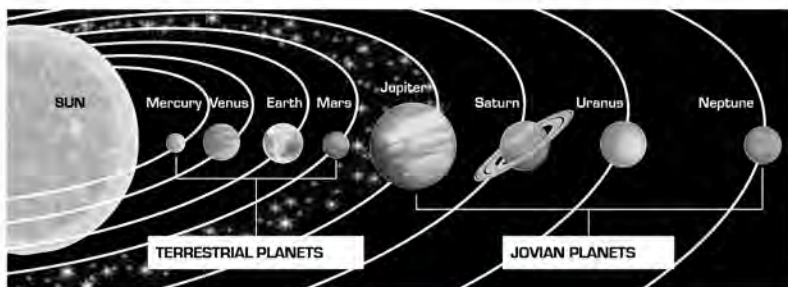
1 一 yī 2 二 èr 3 三 sān 4 四 sì 5 五 wǔ 6 六 liù 7 七 qī 8 八 bā 9 九 jiǔ 10 十 shí

DAYS OF THE WEEK

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

MONTHS

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



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 planets were named for Roman deities: Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of the large telescope, astronomers were able to see other planets. These included Uranus in 1781, Neptune in 1846, and Pluto in 1930, which was later redefined as a dwarf planet. Besides planets, thousands of asteroids and comets orbit the sun. Most asteroids orbit between Mars and Jupiter. Comets come beyond Pluto's orbit.

There are two types of planets. Terrestrial planets, closest to the Sun, have rocky surfaces. These are Mercury, Venus, Earth, and Mars. Those beyond Mars orbit Jupiter, Saturn, Uranus, and Neptune, are called Jovian planets, meaning "gas giants."

THE SUN

A huge sphere of 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 90°F
mean distance from the sun: 141.61 million miles

JUPITER

The largest planet in our solar system, it is named for the king of the Roman gods. Its bands of clouds can be seen with a large telescope.

diameter: 88,846 miles
temperature: -223°F average
mean distance from the sun: 483.6 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: 74,897 miles
temperature: -288°F
mean distance from the sun: 90.73 million miles

URANUS

Originally named Georgium 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

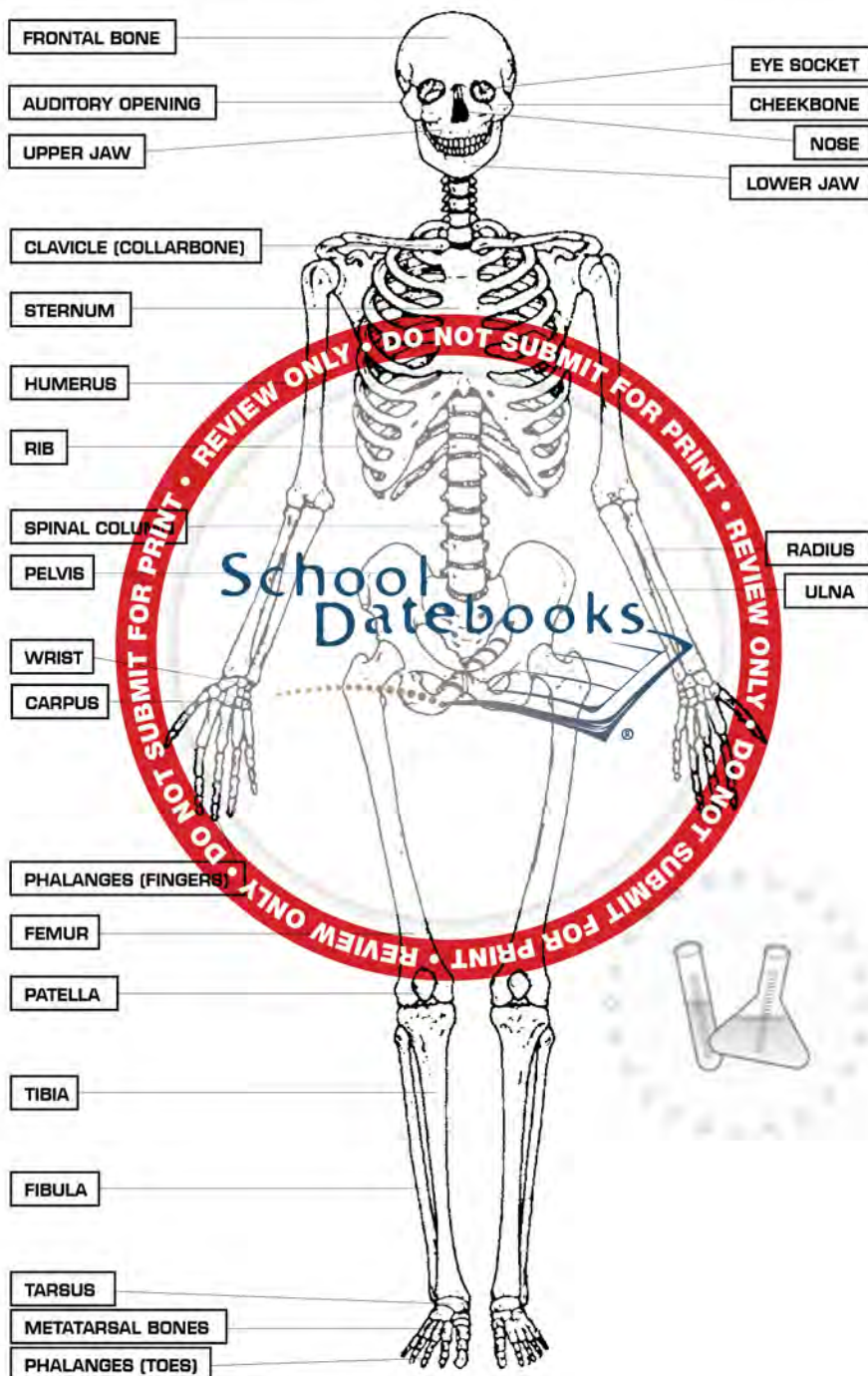
NEPTUNE

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.





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

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

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; Δt =change in temperature)

Electric Current - Strength

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

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

Momentum

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

Mass-Energy Equivalence

$$E = mc^2$$

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

Power Expended in an Electric Appliance

$$P = IV$$

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

Newton's Second Law of Motion

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

Torque

$$T = FR$$

(T=torque; F=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;
 λ =wavelength)

Surface Perpendicular to the Luminous Ray

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

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

Focal Length of Mirrors and Lenses

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

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

Magnification in Mirrors and Lenses

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

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

Ohm's Law

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

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

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SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

To Convert→	Multiply By→	To Find→
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.35	grams
pounds	4.54	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.78	liters

METRIC TO ENGLISH CONVERSIONS

To Convert→	Multiply By→	To Find→
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	2.54	inches
meters	3.28	feet
meters	1.09	yards
kilometers	0.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	0.23	pound-force
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons



TEMPERATURE

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

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



SCIENCE *weights & measures & formulas*



WEIGHTS AND MEASURES

ENGLISH

Area

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

Capacity

1 cup (c)	-----8 fluid ounces (fl oz)
1 pint (pt)	-----2 cups
1 quart (qt)	-----2 pints
1 quart	-----4 cups
1 gallon (gal)	-----128 fluid ounces

Length

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

Time

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

Weight

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

METRIC

Area

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

Capacity

1 milliliter (ml)	-----.001 liter (L)
1 centiliter (cl)	-----.01 liter
1 deciliter (dl)	-----.1 liter
1 liter (l)	-----10 deciliters (dal)
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 gram (g)	-----1,000 milligrams
1 hectogram (hg)	-----100 grams
1 kilogram (kg)	-----1,000 grams
1 metric ton (t)	-----1,000 kilograms

FORMULAS

Perimeter of a rectangle	----- $P = 2(l + w)$
Perimeter of a square	----- $P = 4s$
Perimeter of a regular polygon	----- $P = n \times s$
(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 ----- $d = rt$

FORMULA KEY

A = area
h = height, length of any side of a plane figure
n = number of sides
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



MATHEMATICS *Roman numerals & place value*

ROMAN NUMERALS

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

FOLLOWING ARE THE 7 LETTERS AND THEIR VALUES:

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

{1}=I

{2}=II

{3}=III

{4}=IV

{5}=V

{6}=VI

{7}=VII

{8}=VIII

{9}=IX

{10}=X

{11}=XI

{12}=XII

{13}=XIII

{14}=XIV

{15}=XV

{16}=XVI

{17}=XVII

{18}=XVIII

{19}=XIX

{20}=XX

{30}=XXX

{40}=XL

{50}=L

{60}=LX

{70}=LXX

{80}=LXXX

{90}=XC

{100}=C

{500}=D

{1000}=M

PLACE VALUE

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

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

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

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

NUMBER PREFIXES

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



SQUARES & SQUARE ROOTS

N	N ²	$\sqrt{N}$
1	1	1.00
2	4	1.41
3	9	1.73
4	16	2.00
5	25	2.24
6	36	2.45
7	49	2.65
8	64	2.83
9	81	3.00
10	100	3.16
11	121	3.32
12	144	3.46
13	169	3.61
14	196	3.77
15	225	3.92
16	256	4.00
17	289	4.12
18	324	4.24
19	361	4.36
20	400	4.47
21	441	4.58
22	484	4.69
23	529	4.80
24	576	4.90
25	625	5.00
26	676	5.10
27	729	5.20
28	784	5.29
29	841	5.39
30	900	5.48
31	961	5.57
32	1,024	5.66
33	1,089	5.74
34	1,156	5.83
35	1,225	5.92
36	1,296	6.00
37	1,369	6.08
38	1,444	6.16
39	1,521	6.24
40	1,600	6.32
41	1,681	6.40
42	1,764	6.48
43	1,849	6.56
44	1,936	6.63
45	2,025	6.71
46	2,116	6.78
47	2,209	6.86
48	2,304	6.93
49	2,401	7.00
50	2,500	7.07

N	N ²	$\sqrt{N}$
51	2,601	7.14
52	2,704	7.21
53	2,809	7.28
54	2,916	7.35
55	3,025	7.42
56	3,136	7.48
57	3,249	7.55
58	3,364	7.62
59	3,481	7.69
60	3,600	7.75
61	3,721	7.81
62	3,844	7.87
63	3,969	7.94
64	4,096	8.00
65	4,225	8.06
66	4,356	8.12
67	4,489	8.19
68	4,624	8.25
69	4,761	8.31
70	4,900	8.37
71	5,041	8.43
72	5,184	8.49
73	5,329	8.54
74	5,476	8.60
75	5,625	8.66
76	5,776	8.72
77	5,929	8.77
78	6,084	8.83
79	6,241	8.89
80	6,400	8.94
81	6,561	9.00
82	6,724	9.06
83	6,889	9.11
84	7,056	9.17
85	7,225	9.22
86	7,396	9.27
87	7,569	9.33
88	7,744	9.38
89	7,921	9.43
90	8,100	9.49
91	8,281	9.54
92	8,464	9.59
93	8,649	9.64
94	8,836	9.70
95	9,025	9.75
96	9,216	9.80
97	9,409	9.85
98	9,604	9.90
99	9,801	9.95
100	10,000	10.00

N	N ²	$\sqrt{N}$
101	10,201	10.05
102	10,404	10.10
103	10,609	10.15
104	10,816	10.20
105	11,025	10.25
106	11,236	10.30
107	11,449	10.34
108	11,664	10.39
109	11,881	10.44
110	12,100	10.49
111	12,321	10.54
112	12,544	10.58
113	12,769	10.63
114	12,996	10.68
115	13,225	10.72
116	13,456	10.77
117	13,689	10.82
118	13,924	10.87
119	14,161	10.92
120	14,400	10.97
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	11.23
127	16,129	11.27
128	16,384	11.32
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



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) $a^m a^n = a^{m \times n}$
- (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 positive integers

Logarithms

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

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

The solution can be derived using the quadratic formula—

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

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MATHEMATICAL SYMBOLS

+	plus	>	greater than	○	circle
−	minus	<	less than	⌢	arc of circle
±	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)	∠	angle
≠	not equal to	∝	as (proportion)	∠	angle
≈	nearly equal to	∴	therefore	⊥	right angle
$\sqrt{x}$	square root of x	∵	because		perpendicular
$\sqrt[n]{x}$	n th root of x	x	absolute value of x	°	degrees
%	percentage	...	and so on	'	minutes
Σ	sum of				



MATHEMATICS *fractions & percentages & multiplication table*

FRACTIONS AND PERCENTAGES

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

WORKING WITH FRACTIONS

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

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



To multiply:

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

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

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

To add or subtract, first find a common denominator:

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

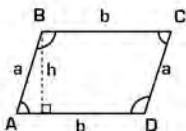
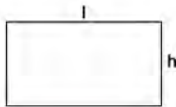
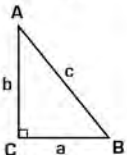
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MULTIPLICATION TABLE

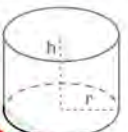
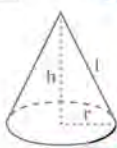
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35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

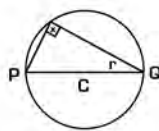
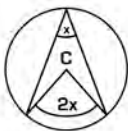
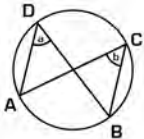


MATHEMATICS *area & volume*

PARALLELOGRAM	RECTANGLE	RIGHT TRIANGLE
 Area of ABCD = bh	 Perimeter = $2(l + h)$ Area = $l \times h$	 Area = $ab/2$ $c^2 = a^2 + b^2$ (Pythagorean Theorem)

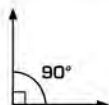
ISOSCELES TRIANGLE	CIRCLE	TRIANGULAR PRISM
 Area = $bh/2$	 Area of a circle = πr^2	 Surface area of a prism = $2(wl + lh + wh)$ Volume of a prism = $l \times w \times h$

SPHERE	CYLINDER	CONE	PYRAMID
 Surface area of a sphere = $4\pi r^2$ Volume of a sphere = $\frac{4}{3}\pi r^3$	 Surface area of a cylinder = $2\pi rh$ Volume of a cylinder = $\pi r^2 h$	 Surface area of a cone = $\pi r l$ (l = slant height) Volume of a cone = $\frac{1}{3}\pi r^2 h$	 Surface area of a pyramid = $B + \text{Lateral Area}$ (Lateral area = sum of triangular faces) Volume of a pyramid = $\frac{1}{3}Bh$ (B = area of base)

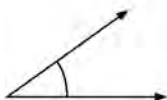
CIRCLE THEOREMS		
 $\angle x = 90^\circ$ (PQ is the diameter)	 C is the center of the circle	 $\angle a = \angle b$ (Both angles intercept arc AB)



GEOMETRIC ANGLES



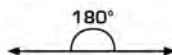
A right angle
is exactly 90°



An acute angle
is less than 90°



An obtuse angle
is greater than 90°



A straight angle
is exactly 180°



Complementary angles
add up to 90°



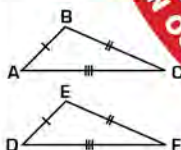
Supplementary angles
add up to 180°



One complete angle of
rotation = 360°

GEOMETRIC CONGRUENCE CASES

S.S.S. POSTULATE



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

S.A.S. POSTULATE



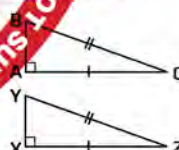
Side-Angle-Side
 $\triangle ABC \cong \triangle KLM$

A.S.A. POSTULATE



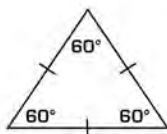
Angle-Side-Angle
 $\triangle ABC \cong \triangle PRS$

H.S. POSTULATE (RIGHT ANGLES ONLY)



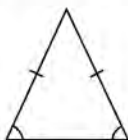
Hypotenuse-side
 $\triangle ABC \cong \triangle XYZ$

EQUILATERAL TRIANGLE



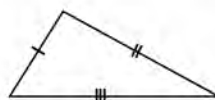
3 Sides of Equal Length
3 Angles of 60° Each

ISOSCELES TRIANGLE



2 Sides of Equal Length
2 Base Angles are Equal

SCALENE TRIANGLE



3 Unequal Sides
3 Unequal Angles



TRIGONOMETRIC RATIOS

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

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

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

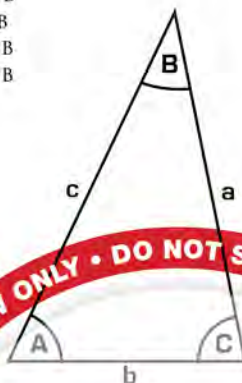
$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

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

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

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

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



TRIGONOMETRIC RATIOS

Law of Sines

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

Law of Cosines

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

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

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

Law of Tangents

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

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

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

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

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

$\sin 60^\circ = \frac{\sqrt{3}}{2}$
 $\cos 60^\circ = \frac{1}{2}$
 $\tan 60^\circ = \sqrt{3}$

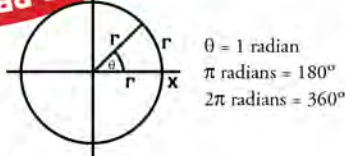
$\sin \theta = \frac{o}{h} = \frac{1}{\csc \theta}$
 $\cos \theta = \frac{a}{h} = \frac{1}{\sec \theta}$
 $\tan \theta = \frac{o}{a} = \frac{1}{\cot \theta}$

VALUES OF TRIGONOMETRIC RATIOS

θ	0	$\pi/2$	π	$3\pi/2$	2π
$\sin \theta$	0	1	0	-1	0
$\cos \theta$	1	0	-1	0	1
$\tan \theta$ ($\sin/\cos$)	0	∞	0	$-\infty$	0
$\sec \theta$ ($1/\cos$)	1	∞	-1	∞	1
$\csc \theta$ ($1/\sin$)	∞	1	∞	-1	∞
$\cot \theta$ ($1/\tan$)	∞	0	$-\infty$	0	∞

note: ∞ denotes undefined or infinite

QUADRANTS



Quad II $90^\circ - 180^\circ$ $\sin, \csc$ are +	Quad I $0^\circ - 90^\circ$ all ratios are +
Quad III $180^\circ - 270^\circ$ $\tan, \cot$ are +	Quad IV $270^\circ - 360^\circ$ $\cos, \sec$ are +



CIVICS *Bill of Rights*

AMENDMENT I

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

AMENDMENT II

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

AMENDMENT III

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

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the places 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, excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

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

AMENDMENT X

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

School Datebooks





GEOGRAPHY *states & state capitals*

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





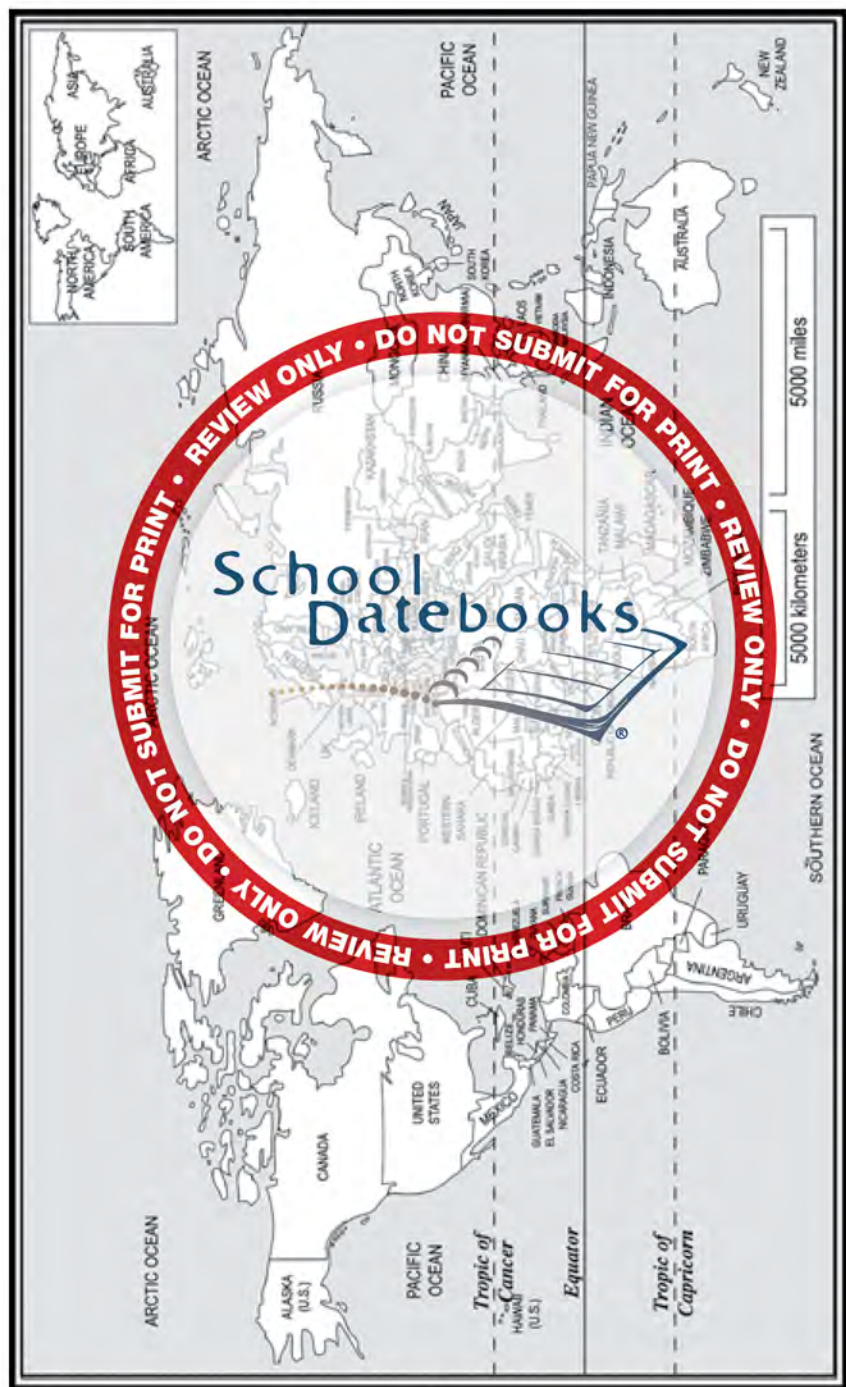
CIVICS *United States presidents*

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

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

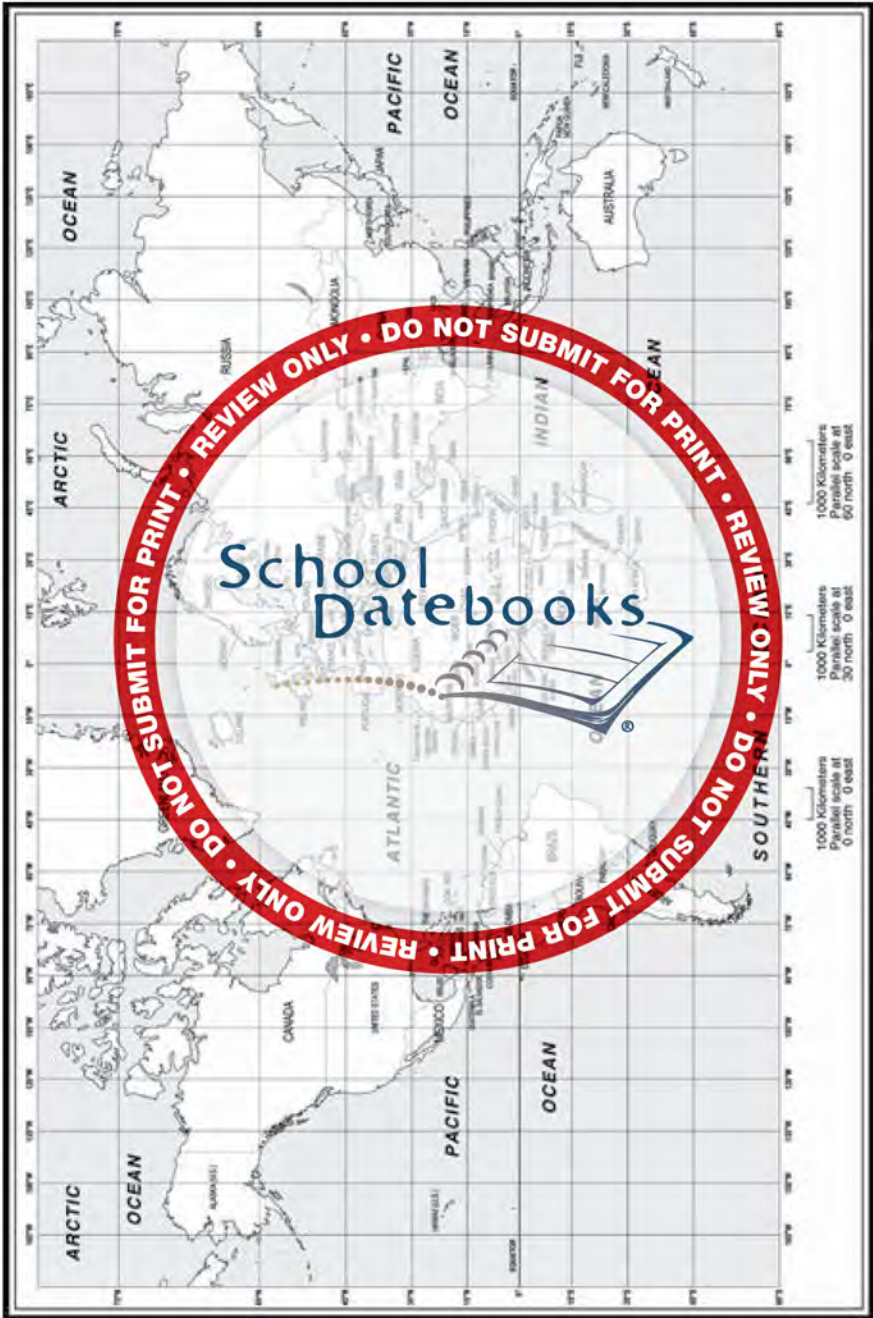
ORDER OF PRESIDENTIAL SUCCESSION

- | | | | |
|---|-------------------------------|---|-------------------------------------|
| (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 | | |



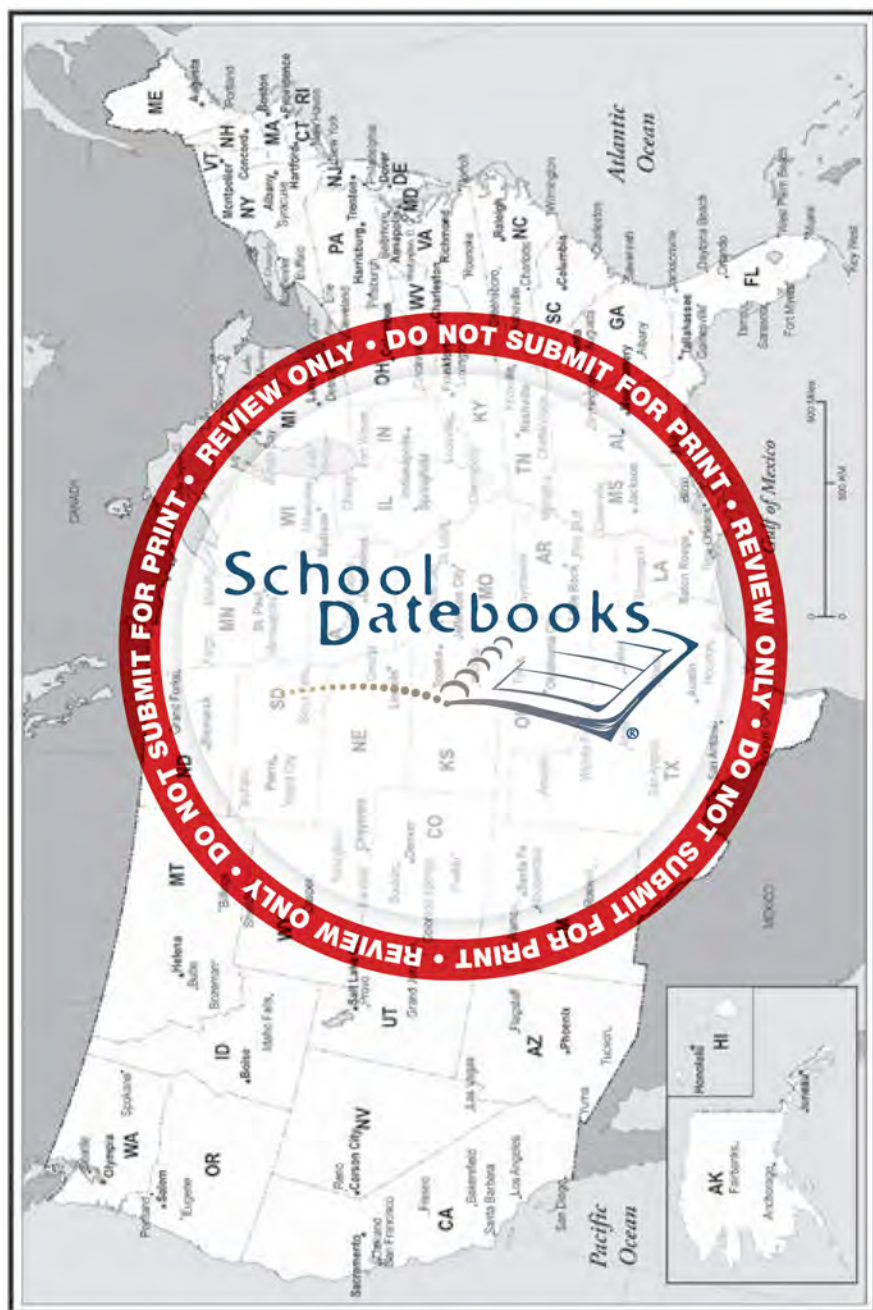


GEOGRAPHY *world map with longitude & latitude*



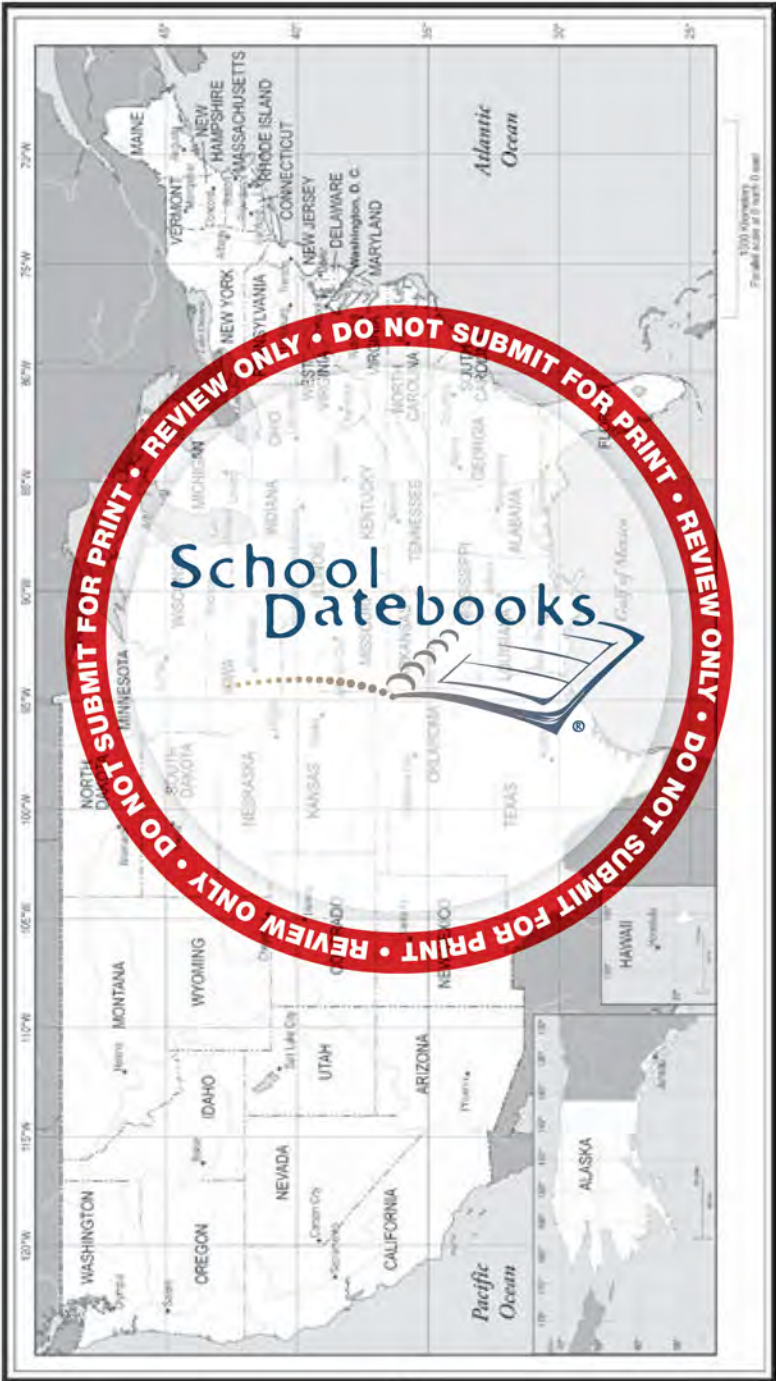


GEOGRAPHY *United States map*

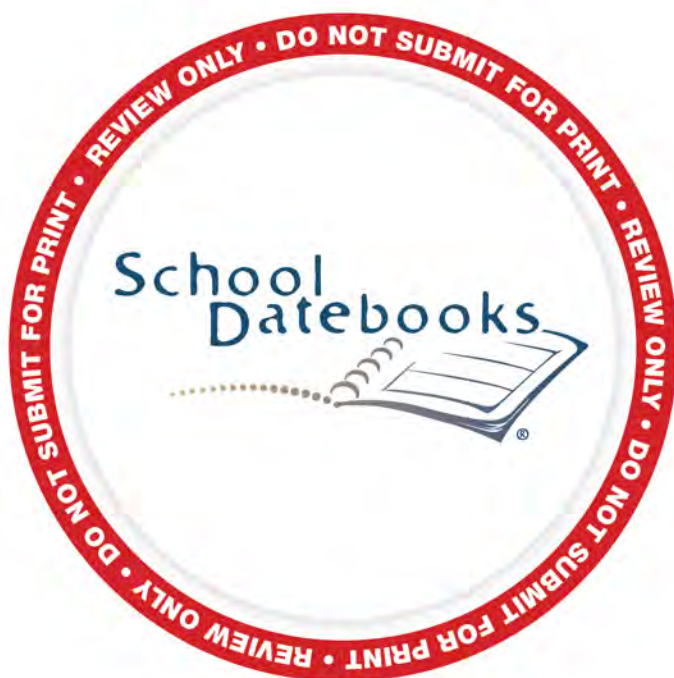




GEOGRAPHY *United States map with longitude & latitude*

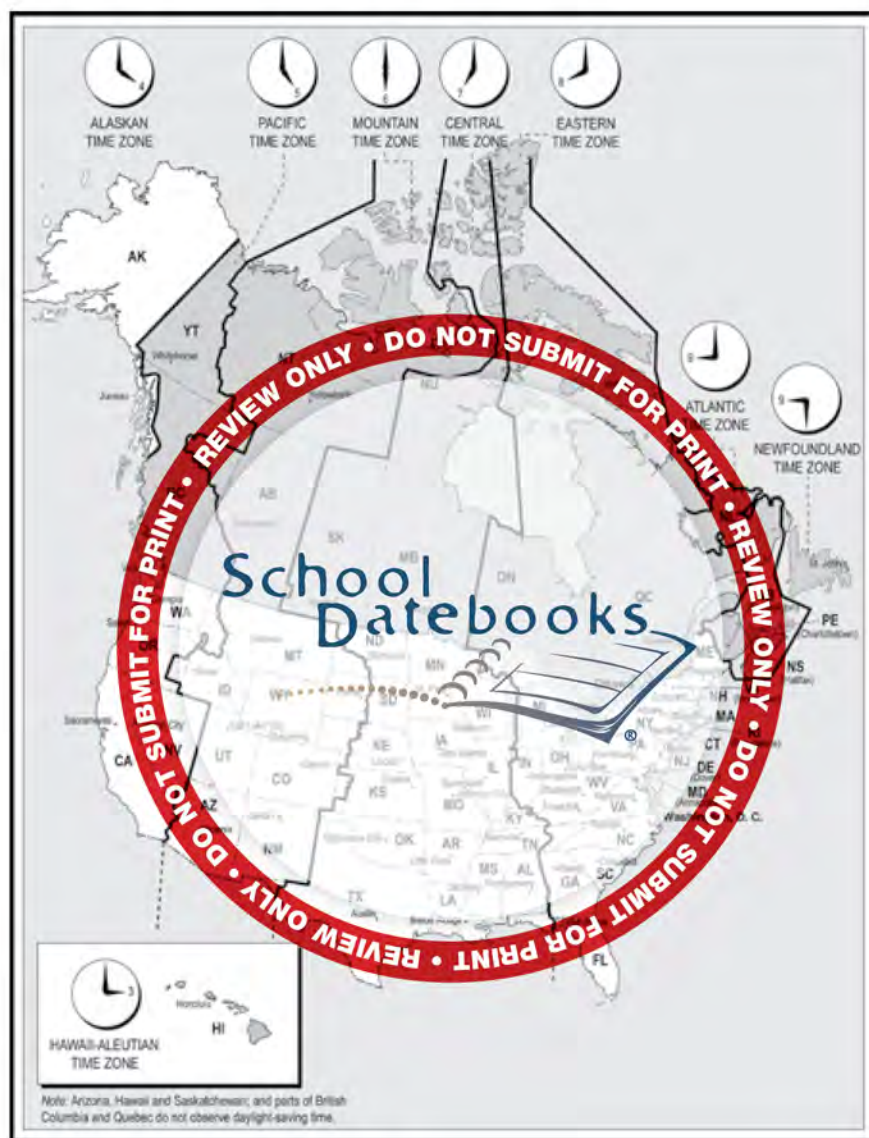


INSERT STATE MAP





GEOGRAPHY *U.S. & Canada time zones*





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 plastic bottles can produce enough fiberfill to stuff a ski jacket.
- Everyone in the world could eat 6 meals based on the number of plates and cups Americans throw away each year.
- Manufacturing a standard disposable battery takes 50 times more power than it produces. Solution: use rechargeable batteries.
- Just one quart of motor oil can pollute 250,000 gallons of drinking water.
- 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

Foam cups are 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

to have more state that has a bottle deposit program, make sure you participate.

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

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.

Sign up for email to paper.

Be smart when you shop. Some companies have found more environmentally friendly ways to make their products. Patagonia, an outdoor clothing store, makes its synthetic fibers from recycled beer bottles instead of crude oil. The program has saved enough fuel to fill the gargantuan Navy Suburban 1-gallon gas tank 1,000 times.

Save 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.

School Datebooks





ENVIRONMENTAL AWARENESS *recycling*

FACTS

- The normal faucet flow is around 3-5 gallons of water per minute.
- Showers can account for up to 32% of home water use.
- 280 million tires are discarded every year in the United States.
- Polystyrene foam is not biodegradable. In simple terms, the foam cup you throw away today will still be sitting there 500 years from now.
- When motor oil is not disposed of properly, it can seep into the ground and pollute 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 4,400 pounds of garbage each year.
- Americans throw away enough aluminum every three months to rebuild our entire commercial airframe.

WHAT CAN BE RECYCLED?

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



Reduce



Reuse



Recycle



HEALTHY LIVING *drugs are a downer*

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 the way 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 or in front of a judge. You may think that a drug will boost your performance, when in reality it will inhibit it. Whether you want to shine on a test or out on the track, drugs aren't the way to do it.

School Datebooks

Drugs are a downer

DO:

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

DON'T:

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

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

What would YOU do with \$700?

* 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 *alcohol & tobacco*

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

Drinking...

...makes skin **little and dry**, causing cracking, blemishes, and blotching of the skin; especially in the face and stomach regions.

...**harms every organ in the body**. Alcohol damages the entire digestive system. It can cause swelling 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: <https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/alcohol-facts-and-statistics>

Tobacco

A 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're coating your lungs with tar, hydrogen cyanide (rat poison), benzene (a gasoline additive), and formaldehyde (a chemical used to preserve dead bodies), just to name a few. That can't be good for anyone.

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

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!



HEALTHY LIVING *dietary guidelines*

DIETARY GUIDELINES

RECOMMENDATIONS FOR DAILY FOOD CHOICES

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

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

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



GRAINS

Make half your grains whole

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

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

VEGETABLES

Vary your veggies

Eat more dark green veggies like broccoli or spinach.

Eat more orange vegetables like carrots and sweet potatoes.

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

Limit starchy vegetables.

FRUITS

Focus on fruits

Eat a variety of fruit.

Choose fresh, frozen, canned, or dried fruit.

Also consider fruit juices.

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

If you consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.

PROTEIN

Go lean with protein

Choose low-fat or lean meats and poultry.

Try to eat, broil it, or grill it.

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

Your food and physical activity choices each day — how you eat today, tomorrow, and every day — affect your health and your future.

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

Find your balance between food and physical activity

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



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

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



HEALTHY LIVING *emergency action steps*

EMERGENCY ACTION STEPS

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

1

CHECK

- Check the scene for safety.
- Check the victim for consciousness, breathing, pulse, and bleeding.

2

CALL

- Dial 9-1-1 or your local emergency number.
- Be prepared to give the location of the emergency.

3

CARE

- Care for the victim.

- Always care for life-threatening conditions first. If there are none:
- Watch for changes in the victim's breathing or consciousness.
- Help the victim rest comfortably.
- Keep the victim warm from getting chilled or overheated.
- Reassure the victim.

School Datebooks

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

If victim is not breathing:
Give rescue breathing.



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

Tilt head back and lift chin.

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

If air won't go in - Give abdominal thrusts.



Give up to 5 abdominal thrusts.

Look for and clear any objects from mouth.



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

If not breathing and no pulse - Give CPR



Find hand position on center of breastbone.



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



HEALTHY LIVING *hotlines & helplines*

GENERAL CRISIS		
<i>7 Cups of Tea</i>	Online listeners	www.7cups.com
<i>Boys Town Hotline</i> (24 hrs.)	800-448-3000	www.boysstown.org
<i>Crisis Call Center (National Suicide Prevention Lifeline)</i> (24 hrs.)	800-273-8255	www.crisiscenter.org
<i>I'm Alive (Online Crisis Network)</i>	Online chat	www.imalive.org
<i>Lifeline Crisis Chat (National Suicide Prevention Lifeline)</i> (24 hrs.)	Online chat	suicidepreventionlifeline.org
<i>National Center for Missing and Exploited Children</i> (24 hrs.)	800-843-5678	www.missingkids.com
<i>National Runaway Safeline</i> (24 hrs.)	800-RUNAWAY	www.1800runaway.org
<i>Teen Line</i>	800-852-8336	www.teenlineonline.org
<i>Youth America Hotline Your Life Counts</i>	877-968-8454	www.yourlifecounts.org
ALCOHOL/SUBSTANCE ABUSE		
<i>Al-Anon/Alateen (For Families and Friends of Problem Drinkers)</i>	888-4ALANON	www.al-anon.alateen.org
<i>Alcoholics Anonymous</i>	212-870-3400	www.aa.org
<i>American Council on Alcoholism</i>	800-527-5344	www.recoverymonth.com
<i>Narcotics Anonymous</i>	818-773-9999	www.na.org
<i>National Institute on Alcohol Abuse and Alcoholism</i>	niaa@nida.nih.gov	www.niaa.nih.gov
ABUSE/HEALTH INFO		
<i>American Heart Association</i>	800-AHA-USA-1	www.heart.org
<i>CDC National HIV/AIDS Counseling Unit</i>	800-CDC-INFO	www.cdc.gov
<i>CDC National Contact Center</i>	800-CDC-INFO	www.cdc.gov
<i>National Cancer Institute</i>	800-4-A-CANCER	www.cancer.gov
<i>Childhelp National Child Abuse Hotline</i> (24 hrs.)	800-4-A-CHILD	www.childhelp.org
<i>National Organization for Rare Disorders</i>	800-999-6673	www.rarediseases.org
<i>Office on Women's Health</i>	800-954-0662	www.womenshealth.gov
<i>Poison Control Center</i> (24 hrs.)	800-222-1222	www.aapcc.org
<i>Rape, Abuse and Incest National Network (RAINN)</i> (24 hrs.)	800-656-HOPE	www.rainn.org
<i>Youth Violence Prevention</i>	800-CDC-INFO	www.cdc.gov/youthviolenceprevention
MENTAL HEALTH		
<i>Depression and Bipolar Support Alliance Helpline</i>	800-826-3632	www.dbsalliance.org
<i>Mental Health America</i>	800-969-6642	www.mentalhealthamerica.net
<i>National Alliance on Mental Illness Helpline</i>	800-950-NAMI	www.nami.org
<i>National Mental Health Consumers' Self-Help</i>	help@mhselfhelp.org	www.mhselfhelp.org
<i>National Eating Disorders Association Helpline</i>	800-931-2237	www.nationaleatingdisorders.org
<i>SAFE Alternatives (Self Abuse Finally Ends)</i>	800-DONT-CUT	www.selfinjury.com
SEXUAL ORIENTATION/GENDER IDENTITY		
<i>Lesbian, Gay, Bisexual and Transgender National Youth Talkline</i>	800-246-7743	www.glbthotline.org/talkline
<i>LYRIC (Center for LGBTQQ Youth)</i>	415-703-6150	www.lyric.org
<i>The Trevor Project Lifeline (LGBTQ Ages 13-24)</i> (24 hrs.)	866-488-7386	www.thetrevorproject.org

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





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BREAKFAST

Who Needs It?

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

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

Everyone needs breakfast for the day's energy. You don't have to 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)

Two for the Price of One
 Morning is busy enough, but you can double up:

- Eat breakfast while you read notes for your class or presentation
- Eat and skim the sports page
- Eat and score one with 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



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BREAKFAST

Myths & Facts

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

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

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

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

FACT: *Your body may not be interested in spicy, heavy food, 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 doesn't 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

INDONESIA: Rice and seafood

NETHERLANDS: Poached eggs, green herring

PHILIPPINES: Garlic fried rice, eggs

RUSSIA: Bread, sausage

SCOTLAND: Oatcakes, scones

SPAIN: Roll with butter and jam

TURKEY: White cheese, potatoes, black olive bread

WALES: Laverbread (from seaweed) and cockles

What's on Your Menu?

This morning I ate _____.

Tomorrow, I'm going to eat _____.

My favorite weekday breakfast is _____.

My favorite weekend breakfast is _____.



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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 treat back pain in teens say no more than 15 percent. Weigh 100 pounds? Pack less than 15 or 20 pounds.

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

Carry your backpack over both shoulders or use a single strap that goes over your 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-beffy notebook
- Extra pair of shoes
- Book you finished reading weeks ago
- Packets and returned papers you could have tossed
- Dictionary from last year's Spanish class
- Water bottle when you could use school fountains

What's in Your Backpack?

Items I've got to carry every day:

Weigh In

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



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SLEEP

Getting Enough

ZZZs?

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

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

Late Nights Natural for Teens

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

During your teen years, your circadian rhythm, an internal clock, is reset. 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 6-7 hours before you need to get up all the more important. Think of it as training, much like you would for sports.

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

As one tip suggestion, try to go to bed and get up at the same time on the weekends. It makes the week's early alarm all the easier to respond to. And bodies love the steady routine.

Too Little Sleep Takes Its Toll

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

- Performing poorly in school
- Nodding off during class
- Giving 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 of that.

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

I catch up on my sleep on the weekend.

You may sleep longer, but there's really no way to make up for lost sleep. It's far better to try to get 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 at 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

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

THE SHORT SNOOZERS:

- Giraffe ■ 1.9 hour
- Horse ■ 2.9 hours
- Elephant ■ 3.3 hours
- Sheep ■ 3.8 hours
- Owl ■ 3.9 hours

THE REAL SLEEPERS:

- Dog ■ 10.6 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.



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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're stress is in charge of your life.

Juggling All

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

Stop, Breathe

First, you've got to recognize when you're feeling on edge, overloaded, or stressed out. Then you've got to have some immediate coping strategies — a quick break, some deep 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 them 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 easier.

"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



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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 fed 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 is stressful for some is nothing to others and vice versa. What sets you on edge?

How Will You De-stress?

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

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

— William James



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WATER

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

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

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

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

"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

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

How Much Water Do You Need?

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

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



wellness

WATER

Your Body's Full of Water

For the human body, water is life. About two-thirds of your body weight comes from water. For adults weighing 150 pounds, their bodies are very close to carrying between 40 and 50 quarts of water.

Where is all the water?

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

Water's Benefits

Water is indeed what 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 missing out on your own parade. Without sufficient water, you might experience:

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

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



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.**



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
- » inappropriate pictures and videos

2 I WILL RESPECT OTHER PEOPLE ONLINE.

- » I will not post anything rude, offensive, or threatening
- » send or forward images and information that might embarrass, hurt, or harass someone
- » take anyone's personal information and use it to damage his or her reputation

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

School Datebooks

» I agree to meet in a public place

» I will have a parent or guardian accompany me

4 I WILL PROTECT MYSELF ONLINE.

- » If someone makes me feel uncomfortable or if someone is rude or offensive, I will not respond
- » save the evidence
- » tell my parent, guardian, or another trusted adult
- » report to the school, my phone company, or the police

SIGNED _____

SIGNED _____

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

Watch videos and play games at NSteens.org

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NetSmartz Workshop

A PREROGATIVE OF THE
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

YOUR NETSMARTZ



CYBERBULLYING

Don't be a mean.

Gossiping isn't make you cool.

Block, Tell.

More than one friend making an accusation.

Block the bully who can't

who can't

Spill up.

If you are cyberbullied, tell your



ONLINE PREDATORS

Recognize the difference

between cute and creepy.

An older guy who wants to meet someone

much younger is just a predator.

Don't just sit there.

Report it

anytime to a police officer or

in your area or police officer.

www.cyberline.com.

School Datebooks



SHARING TOO MUCH

Avoid TMI.

Don't post anything too

personal or embarrassing.

Protect your space.

Adjust settings and don't

use someone as a friend

accept.

Don't be that kid

who gets suspended for posting something stupid online.



TRUSTED ADULTS

Talk to your parents

and teachers

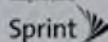
about what you're doing online.

They're not as bad as you think.

NetSmartz.org/TipSheets

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Brought to you by





HEALTHY LIVING *social media safety for teens*



SOCIAL MEDIA
SAFETY
FOR TEENS

NetSmartz.org/Teensheets

School Datebooks

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

☐ CHECK YOUR COMMENTS AND IMAGES.

Have you posted anything inappropriate or illegal, like threats, nudity, alcohol, or drugs?

☐ TALK TO YOUR FRIENDS ABOUT WHAT'S OK TO POST.

Agree that you won't post embarrassing or inappropriate photos or images of each other. Be clear that you can delete – or if needed, report – any post that is inappropriate, illegal, or threatening. It could get you in trouble.

☐ REVIEW YOUR ACCOUNT SETTINGS.

Go through each option slowly. Always ask yourself – what is on my profile and who can see it?

☐ KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.

These are the people who can see what you post so be sure you post safely. You won't be able to see what they post back and report anyone who makes harassing, threatening, or inappropriate comments.

☐ KEEP AN EYE ON SOCIAL APPS.

Some of these apps will give companies access to your personal information. Always read the fine print before deciding to add an app.

☐ DON'T FORGET MOBILE.

When you use mobile devices like smartphones and tablets to post anything or check in, you could also be sharing your location. Check your settings to make sure you're only sharing what you want.

☐ 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.

A program of the



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NetSmartz Workshop

For more resources visit NSTEENS.ORG



THINK ABOUT THE CONSEQUENCES

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



IF ANYONE PRESSURES

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



IF YOU FORGOT
SU

BMIT FOR PRIN



ONE GETTING SEND

oks

THINK ABOUT THE
PR NEVER TAKE

CONSEQUENCES

of taking, sending, or forwarding a sexual picture of someone else, even if it's of you. You could get kicked

Watch Real-Life Stories at **NSTEENS.ORG**
Copyright © 2012 National Center for Missing & Exploited Children



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 for clues about what kind of website you're using.
 - ☒ Reliable: .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 errors? Spelling and grammar mistakes probably mean it's not trustworthy.

School Datebooks

Evaluate the INFORMATION

- ☐ Is there an author listed? The author should be easy to identify and contact.
- ☐ Are they an expert? The author should be qualified to write on this subject.
- ☐ What else have they published? An author is more reliable if they have published other works.

Evaluate the INFORMATION

- ☐ Is it current and accurate? The information should be up to date and have references.
- ☐ Can you find it on other sites? Make sure the information is the same in other reliable sources, including websites, books, and printouts.
- ☐ Is it fact or opinion? Note if you're reading someone's opinion and when you're using proof texts.

Hint

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

NetSmartz.org/TipSheets

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ASL
AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS





IDENTIFYING UNHEALTHY RELATIONSHIPS: HOW TO PREVENT EXPLOITATION AND TRAFFICKING

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

Red Flags for Unhealthy Relationships:

- **CONTROLLING:** demands all your time and attention, demands to know where you are at all times, isolates you from others
- **DISHONEST:** lies about who they're with and what they're doing, denies their actions are abusive, lies about their age or identity
- **DISRESPECTFUL:** ignores your names, belittles you, accuses you of things you didn't do
- **PRESSURING:** pressures you to send sexual images or videos of yourself, asks you forcefully to do sexual acts you aren't ready to do, asks you to do sexual acts for others as a favor or to pay a debt

Spotting these red flags early on in your relationship, or your friend's relationship, could lead to preventing a potential serious crime – Human Trafficking. Human Trafficking is the recruitment of people by means of force, fraud, or coercion for the purpose of exploitation. The signs of human trafficking can be subtle and sometimes the victim isn't even aware they are involved in human trafficking.

Here are some important definitions and tips:

RECRUITMENT is the way in which a trafficker finds their victim. A trafficker can pose as someone online who wants to get to know you in a romantic way or they could be an older individual at a party who asks to see you again. Whether it's online or in-person, traffickers are often master manipulators making it easy to believe their intentions are pure.

- **TIP #1:** NEVER respond to someone you don't know online, even if they claim to know you or say they have mutual friends.
- **TIP #2:** Think before you send nude images. Even in the heat of the moment, remember that what you send online STAYS online and can easily spread beyond the person it was intended for.
- **TIP #3:** It is NEVER too late to ask for help. Find a trusted adult to help you navigate a threatening or potentially dangerous situation if you feel like you are going to be exploited online or in person.

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

CYBER TIPLINE: www.cybertipline.org

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

HUMAN TRAFFICKING HOTLINE: 1-888-373-7888

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

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

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



TIPS FOR IMPROVING YOUR MEMORY

- (1) Keep notes, lists, and journals to jog your memory.
- (2) Decide what is most important to remember by looking for main ideas.
- (3) Classify information into categories. Some categories may be:
 - a. Time – summer, sun, swimming, hot
 - b. Place – shopping center, stores, restaurants
 - c. Similarities – shoes, sandals, boots
 - d. Differences – mountain, lake
 - e. Wholes to parts – bedroom, bed, pillow
 - f. Scientific groups – Flowers, carnation, rose
- (4) Look for patterns. Try to make a word out of the first letters of things you are trying to remember. You also could make an acronym out of the first letters of words you need to remember.
- (5) Associate new things you learn with what you already know.
- (6) Use rhythm or make a rhyme.
- (7) Visualize the information in your mind.
 - a. See the picture clearly and vividly.
 - b. Exaggerate or enlarge things.
 - c. See it in three dimensions.
 - d. Put yourself into the picture.
 - e. Imagine action taking place.
- (8) Link the information together to give it meaning.
- (9) Use the information whenever you can. Repetition is the key to memory.

TIPS FOR TAKING STANDARDIZED TESTS

- (1) *Concentrate.* Do not talk or distract others.
- (2) *Listen carefully to the directions.* Ask questions if they are not clear.
- (3) *Pace yourself.* Keep your eye on the time, but do not worry too much about 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 later. Have finished.
- (5) *Read all of the possible answers* for each question before choosing an answer.
- (6) *Eliminate any answers that are clearly wrong,* and choose from the others. Words like always and never often signal that an answer is false.
- (7) *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- (8) *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- (9) *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- (10) *Use all of the time allotted* to check and recheck your test.



SUCCESS SKILLS *listening & homework skills*

LISTENING SKILLS

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

To help develop listening skills:

- *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 them.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate;* ask for clarification when you do not understand.
- *Take notes.*
- *Listen for key words,* names, events, and dates.
- *Don't make hasty judgments;* separate fact from opinion.
- *Connect what you hear* with what you already know.

HOMEWORK SKILLS

- *Keep track of your daily assignments* in this datebook so you will always know what you have to do.
- *Homework is an essential part of learning.* Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain. Not doing homework because you do not believe in homework is self-defeating behavior.
- *It is your responsibility to find out what you have missed when you are absent.* Take the initiative to ask a classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using the TV or listening to music during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow.* Be rested when you study. It is better to study in short blocks of time. Marathon study is not healthy or effective.
- *Prioritize your homework* so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- *Study for 30-40 minutes at a time,* then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.

School
Datebooks

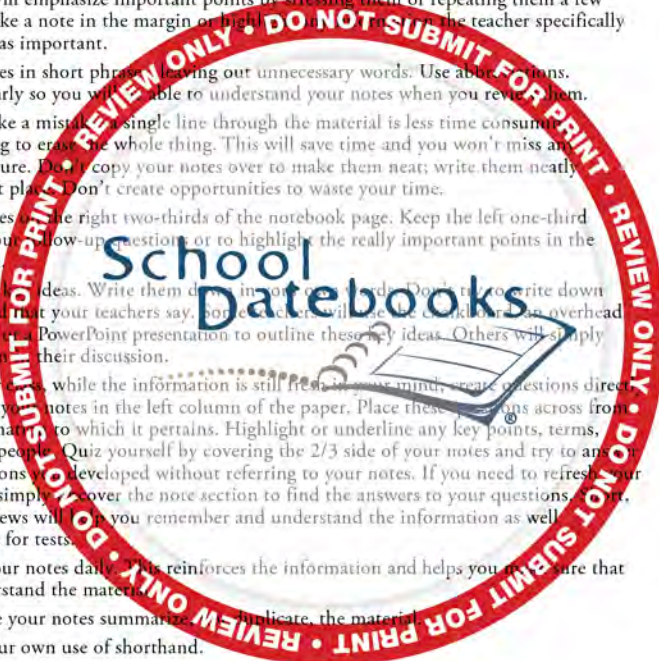




SUCCESS SKILLS *successful notetaking*

SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight a point if 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, draw a single line through the material; it is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say, nor does every teacher use the overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Soon, 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 be sure that you understand the material.
- Make sure your notes summarize, don't duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.





THE SUCCESSFUL STUDENT'S

—(BAG OF SKILLS)—

LAUDABLE LISTENING

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

HEALTHY HOMEWORK SKILLS

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

NOTABLE NOTETAKE

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

A MEMORABLE MEMORY

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

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



SUCCESS SKILLS *about cheating*

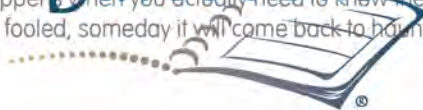
WINNERS NEVER CHEAT.
CHEATERS NEVER WIN.

SOME PEOPLE RATIONALIZE THE REASONS WHY THEY CHEAT: "THE TEACHER DIDN'T GIVE US ENOUGH TIME," "MY COMPUTER CRASHED AND I LOST MY PAPER," "IT WAS ONLY A LITTLE HOMEWORK," "IT WASN'T LIKE IT WAS A TEST (ANYTHING IMPORTANT!)"

But the bottom line is,

nobody wins when they cheat.

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, THEY ARE LIVING, 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.



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 your 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:

- 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, attend team practices, and go to your part-time job.
- Build in some flexibility. Some things may take more or less time than you expect. Plan on it!

3 Setting Priorities

Start with your more important tasks and move down the list. Stay on task – don't let yourself get sidetracked. Stick to those tasks that must be completed and have the most impact on your success.

4 Setting Goals

Just wishing to earn better grades or to excel in sports accomplishes nothing. You need an action plan with clear, attainable goals. Goal-setting also lessens your stress by making you feel more in control of your life. When setting goals:

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



SUCCESS SKILLS *plan for success*

PLAN FOR SUCCESS

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

(1) Organization – Getting organized is the first step to success.

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



(2) Time Management – Managing your time will help ensure you have the opportunity to do all the things you need to do and the things you want to do.

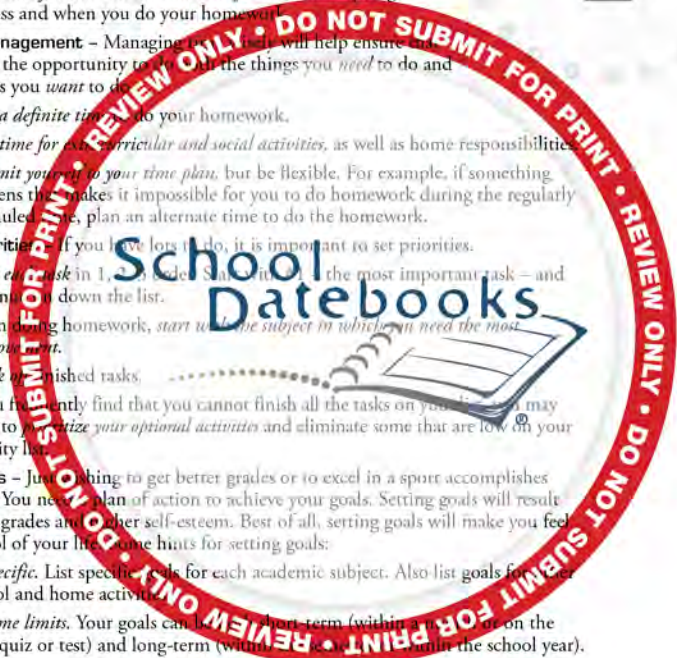
- Plan a definite time to do your homework.
- Plan time for extracurricular and social activities, as well as home responsibilities.
- Commit yourself to your time plan, but be flexible. For example, if something happens that makes it impossible for you to do homework during the regularly scheduled time,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

(3) Set Priorities – If you have lots to do, it is important to set priorities.

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

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

- Be specific. List specific goals for each academic subject. Also list goals for your school and home activities.
- Set time limits. Your goals can be short-term (within a week or on the next quiz or test) and long-term (within a 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.





SUCCESS SKILLS *basic résumé writing*

BASIC RÉSUMÉ WRITING

The Functional Résumé Format

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

These are the 5 basic parts



- (1) **Header:** your name, address, phone number, email address.
- (2) **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).
- (3) **Qualifications:** a 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 and labeled, such as *Office Skills, Technical Experience, and Planning/Organization*.
- (5) **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

Remember:

- Use only one or two typefaces in the design of your résumé.
- Use short phrases instead of long sentences and paragraphs.
- Line up all headings to keep your résumé looking clean and professional.
- Use good quality paper. A neutral color such as white or ivory is preferred.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, birth, 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	formed	launched
administered	coordinated	formulated	lectured
advanced	communicated	gathered	motivated
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



SAMPLE RÉSUMÉ

Joe Anybody

1234 Oak Street
Anytown, IN 49503
555-555-1212
j.anybody@cc.com

OBJECTIVE - A position using my computer graphic and illustration skills to design websites.

QUALIFICATIONS -Very strong interest in web design and computers
-Well-organized and very reliable
-Natural creative abilities

TECHNICAL SKILLS -Self-taught in computer graphics and illustration programs
-Illustrated school newspaper with my own clip art
-Assisted in design of school website for 1-5 years
-Experience with Microsoft Office
-Knowledgeable in both Windows and Mac computer systems

EDUCATION -West Central High School
(Graduating in May 2019)

MEMBERSHIPS -Computer Club
-Student Against Destructive Decisions (SADD)
-Honor Roll

REFERENCES -Available upon request

School
Datebooks



PREPARING FOR COLLEGE

The College Application Process

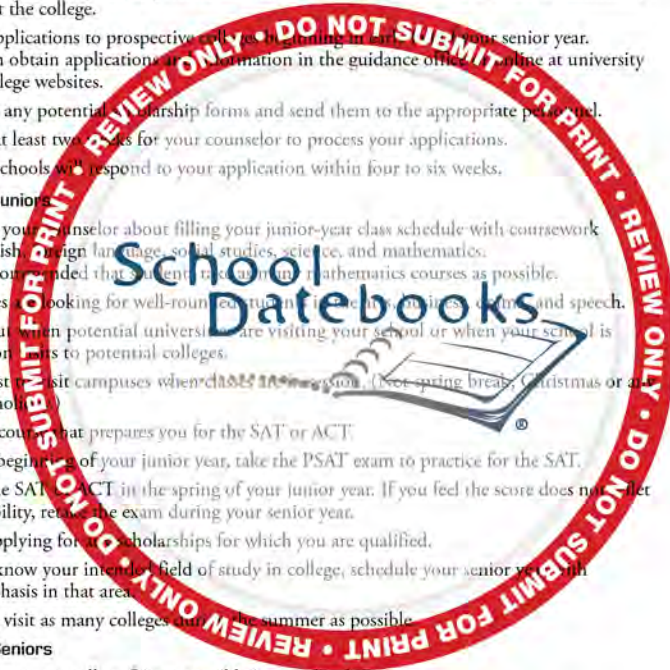
- (1) The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
- (2) Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do 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 October 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 two 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, social studies, science, and mathematics. It is recommended that students take as many mathematics courses as possible.
- (2) Colleges are looking for well-rounded students in the arts, business, sports, and speech.
- (3) Find out when potential universities are visiting your school or when your school is going on visits to potential colleges.
- (4) It is best to visit campuses when classes are in session, (not spring break, Christmas 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 the score does 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 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 *keeping a monthly budget*

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

→ When dining out with friends, don't order a soda; drink water instead.

→ Skip costly coffeehouses and brew your own at home.

→ Save money on gas and parking by walking to class or carpooling with pals.

→ Many communities offer paying recycling programs, so cash in those cans.

→ Consider trimming "extras" that add up, such as streaming services or eating out.

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



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



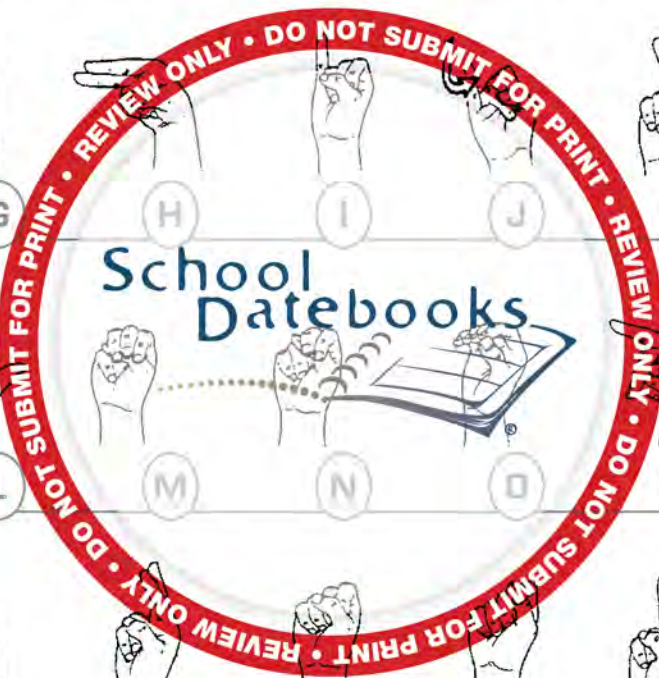
X



Y



Z





SUCCESS SKILLS *leadership — tap your leadership experience*

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 study team to decide on a project:

- ▶ Decided what music a car full of people would listen to:

- ▶ How did you participate in the discussion? Treat others? Feel about the results?

- ▶ What lessons are there in these everyday situations you could use to improve your consensus-building skills?

SOME GOALS

- ▶ I'd like the world to build consensus on:

- ▶ At school, we might work to build consensus on:

"THE BEST POLICY IS MADE WHEN YOU ARE LISTENING TO PEOPLE WHO ARE GOING TO BE IMPACTED. THEN, ONCE POLICY IS DETERMINED, YOU CALL ON THEM TO HELP YOU SELL IT."
— Elizabeth Dole



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?



Reach School 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

TAP MANY CULTURES If your group would benefit by seeking welcoming, and including a more diverse population. You'd get varied viewpoints, enjoy greater participation and see increased success. And if you're one of the group's leaders, it's your job to spearhead this.

- ▶ **ENJOY THE RICHNESS** Think about gender, culture, sexual orientation, and socioeconomic status, and those with disabilities. More than saying you're open to all people, reach out to individuals face-to-face and invite them to join. When you create a group that represents the world and all its people, your organization will be all the richer and more effective for it.



SUCCESS SKILLS *leadership — make a commitment*

LESSONS IN **LEADERSHIP**

Make a Commitment

Leaders have a particular responsibility to bring diversity to a group and to see that it's nurtured and valued. It's not only the right thing to do, 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 membership.
- ▶ Personally invite individuals whose ethnicities may be underrepresented in your group.
- ▶ Create an advisory group of diverse adults in your community and ask them for suggestions.

Once you've broadened your group's membership, be sure to:

- ▶ Create a welcoming, respectful, and inclusive environment.
- ▶ When you appoint committee leaders, be sure to include a mix of races, backgrounds, and females and males to these posts.
- ▶ Make sure everyone is heard and their opinions valued at your events.
- ▶ Consider speakers or workshops that will help your group value diversity.

School Datebooks

Everyone Benefits

WHEN YOUR GROUP IS DIVERSE, IT HELPS MAKE SCHOOLS AND COMMUNITIES BETTER BY:

- ▶ Increasing understanding of others
- ▶ 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**



Empower, Inspire

Lead Rather Than Dictate

How to

Empower Others

GOOD LEADERS KNOW:

- ▶ Don't hand someone a bunch of envelopes to stuff. Instead, ask for help planning what points to cover 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 set up the podium. Instead, invite that club member to say a few words about a particular project.

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

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

"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 do need 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 Inspire Members

Leaders who can get others to be involved know:

- ▶ You must be upbeat and positive yourself.
- ▶ It's good to offer little prizes and incentives – for arriving first, bringing in the most new members, making the most 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



SUCCESS SKILLS *leadership — follow through*

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 be done 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 has its rewards.

When you follow through, you'll feel good about yourself and more confident in your abilities. You'll earn respect for paying attention to the details. Your project will likely be a great success! And you'll master a skill that will serve you well throughout your life.

► Ever told 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



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 poking around student pages, wondering where you put something or showing up late? Or would you rather come off as efficient, respectful of others' time, and someone who is 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



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 can only 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 positive, encouraging, and optimistic. It’s contagious!

DIALOGUE ▶ Anyone can talk at 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 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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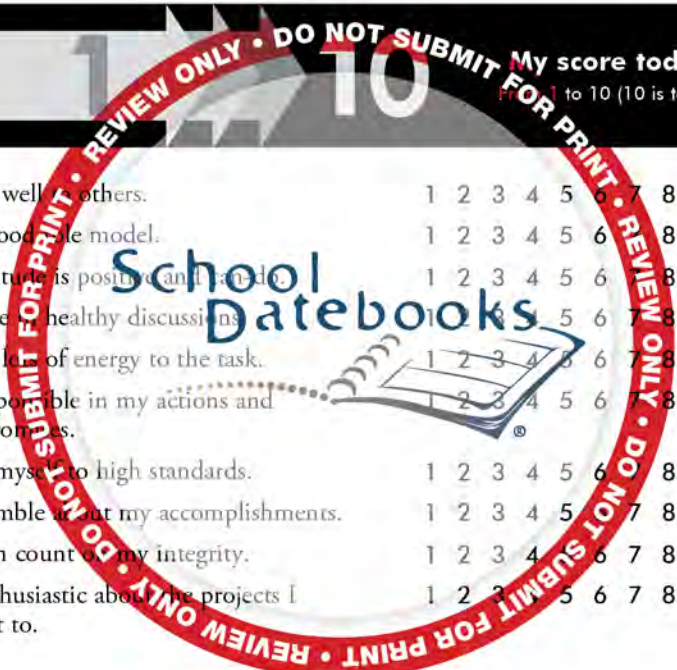
SUCCESS SKILLS *leadership — how do you rate as a leader?*

LESSONS IN LEADERSHIP

How Do You Rate?

Becoming a good leader is a process.

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



My score today
 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 I can do.	1	2	3	4	5	6	7	8	9	10
▶ I engage in healthy discussions.	1	2	3	4	5	6	7	8	9	10
▶ I bring lots of energy to the task.	1	2	3	4	5	6	7	8	9	10
▶ I'm responsible in my actions and keep promises.	1	2	3	4	5	6	7	8	9	10
▶ I hold myself to high standards.	1	2	3	4	5	6	7	8	9	10
▶ I'm humble about my accomplishments.	1	2	3	4	5	6	7	8	9	10
▶ You can count on my integrity.	1	2	3	4	5	6	7	8	9	10
▶ I'm enthusiastic about the projects I commit to.	1	2	3	4	5	6	7	8	9	10

Follow the Leader

LEADERS DEVELOP UNIQUE STYLES. CONSIDER THE DIFFERENT APPROACHES OF THESE LEADERS:

- ▶ Barack Obama ▶ Malcom X
- ▶ Hillary Clinton ▶ Winston Churchill



SUCCESS SKILLS *leadership — a good leader shares credit*

LESSONS IN

LEADERSHIP

A Good Leader Shares Credit

Who 'Dun It'?

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

TELL ALL Sometimes it's important to not have a face to put before a crowd, to help you achieve business and goals. But no 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 email 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 their efforts

Sharing the credit is more than saying "thank you." It's also saying, "The 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

Share the Credit

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

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

— Indira Gandhi



SUCCESS SKILLS *leadership — teamwork*

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, 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

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.

ONE EXAMPLE: Some matches on Washington, D.C., are cosponsored by more than 100 groups! They know every group will bring a contingency and all that much more support for the cause.

In your class, school, community, and beyond, think about winning through teamwork, partnerships. It makes for leadership and achieving goals.

"NONE OF US IS AS SMART AS ALL OF US."
— Ken Blanchard

"TALENT WINS GAMES, BUT TEAMWORK AND INTELLIGENCE WIN CHAMPIONSHIPS." — Michael Jordan



SUCCESS SKILLS *leadership — finding places to lead*

LESSONS IN 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 day? Ask off-season teams to join you with a short exhibition or even a comedy act. The more you involve, the more fun and successful it will be.

► **CHARITABLE PROJECTS** Need to raise funds for a charitable project? If you invite other groups to help, you have to share the profits, but you reach a wider group of prospects.

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

Your Groups, Possible Partners

► List your activities and clubs:

School Datebooks

► 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:



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 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:

- CARING** Caring and concern for others are at the root of the Golden Rule – "Treat others as you want them to treat you."
- 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.
- 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.
- 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.
- ACCEPTANCE** Character demands that we accept others' differences and appreciate how diversity strengthens our society.
- 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.
- TRUSTWORTHINESS** Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.
- EMPATHY** When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.
- 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 think critically. ... 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



CHARACTER *anti-bullying*

Banish Bullies

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

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

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

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

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

Don't be a bully. If you 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 taking a stand against 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:

DO NOT SUBMIT FOR PRINT REVIEW ONLY

Sources: USA Today, Centers for Disease Control



CHARACTER *bullying: it's not ok*

STOP BULLYING

Bullying is a form of abuse.

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

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



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

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

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 and will respond	Tease / Taunt
only the teaser laughs	Tease / Taunt
someone is upset, the teasing stops	Tease / Taunt
it is not playful and directed at someone you do not know well	Tease / Taunt
in a group, everyone laughs, even the one who is teased	Tease / Taunt

Cruelty: The act of harming another who has no means of defense, for pleasure.

Goad: To continuously torment and encourage in order to get a reaction.

Target: A person whom a bully often feels threatened by.

Teasing: Tormenting another in an often clever but cruel way.

Manipulation: The act of dishonestly influencing others for personal advantage.

Fear: The emotion that holds bystanders away from helping a victim.

Bully: An individual who regularly menaces others for personal gain.

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 that 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 someone, such as sending 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



CHARACTER *types of bullying*

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 comments can lead to depression in some cases. If you wouldn't want someone to say something to you, then don't say it to them.

SOCIAL BULLYING: Excluding or using others who are different from you and your friends (All that geek!). Or, picking someone last to not at all for kickball, just because you don't like them or they are unpopular among your friends.

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

Have I ever ...

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

Do I

BULLY?

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

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

School Datebooks



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 emotion and keep cool.
- ✗ Keep it 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 can trust for help. Even if you think you have solved the problem, let an adult know. The bully may come 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, when 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.



CHARACTER *bullying: come out on top*

STOP BULLYING

MARTY MCFELY...

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 help each other gain self-confidence and achieve their dreams. Though humorous and not taken literally, *Back to the Future* does accurately touch upon the effects of bullying.

JUSTIN TIMBERLKE...

Comes out on top!

When he was a teen, Justin had terrible acne and was picked on by kids trying to make him a singer. Now, he's an international star and J. Tim says: "When I was a kid, I think you try so hard to fit in, and when you get older you realize that fitting in isn't the thing that's more interesting ... I would not be here if I would have listened to the kids who told me I was a terrible singer and I was a loser ... Be different."

NEW BREES...

Comes out on top!

NFL star Drew Brees was bullied as a kid because of his facial birthmark, and now his fans wear stickers shaped like his birthmark. "Appreciate people for how they are different from you -- that's what it was to be a friend."



TAUNTING

DISRESPECT



CHARACTER *bullying: crossword puzzle*

STOP BULLYING

Use the Bullying vocab to complete the puzzle.



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

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



CHARACTER *traits of good character*

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?
- How were you respectful toward someone else today? How did you show respect for yourself today?

School Datebooks



Me First

You've probably heard the saying that you have to be a friend to yourself before anyone else will be-friend 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."

— FIODOR DOSTOYEVSKY

My Responsible Roles

When you make a mistake, do you

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

When you get up in the morning, do you

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

On group assignments, do you

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

When you are at school, do you

- Arrive to class on time, listen attentively and turn in your assignments on time?
- Come to class after the bell, talk, pass notes, and finish up assignments in class?

I Am Accountable

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



CHARACTER *traits of good character*

INTEGRITY

Character In Action

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

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

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

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

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

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?

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

School Datebooks

If you have integrity you are:

- Trustful
- Honest
- Virtuous
- Conscientious

If you don't have integrity, you:

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

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

ALAN K. SIMPSON





CHARACTER *traits of good character*

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 or magazine articles for stories about people performing courageous acts.

- Which stories exemplify "heroes" to you?

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

- How are 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 student who's being bullied?

Would 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. _____



CHARACTER *traits of good character*

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 1834, but he was victorious in the House race in 1836, 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: _____

School Datebooks



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*

AMBITION

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?

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 time 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.

Already Ambitious?

If it's overwhelming to plan long-range goals, you can start small. Set goals to achieve in the weeks, 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?

What goals have I achieved in the last two years?

In My Life

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

School Datebooks

What am I doing today to get there?

"Intelligence without ambition is a bird without wings."

ARCHIE DANIELSON





CHARACTER *traits of good character*

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? Take another look at the Bill of Rights and consider:

- Which of the 10 amendments most affect 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



CHARACTER *traits of good character*

Caring in Action

What does it mean to care for the environment?

How do you care for yourself?

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

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

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

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 care for other people, does that mean you have to put your needs second? Why or why not?

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

• Is it enough to perform caring acts? 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 "teachings are selfish and only care about themselves"?

• Is it true that one caring 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 behind their 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





CHARACTER *traits of good character*

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 trusts you? Why or why not? _____

Why is it important to trust one another? _____

Do's and Don'ts

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

Do: _____

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

— FRANK CRANE

Traits in Connection

How are friendship and loyalty related to trust? _____



CHARACTER *traits of good character*

FAIRNESS

Are You Fair?

- Do you let everyone have a turn before you go again?
- Do you follow the rules?
- Do you listen to both sides of the story if your friends are arguing?
- Are you careful not to judge people before you get to know them?
- Do you treat others the way you want to be treated?

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

Making an Effort

Sometimes it can be difficult to be fair. How can you concentrate on fairness ...

at school? _____

in sports? _____

Tolerance and Justice For All

- Think about a time when you were treated as an outsider. How did it make you feel?
- Think about a time when you treated someone badly because they were different. How did it make you feel?
- Intolerance is often bred from ignorance and judgments about other individuals, their culture or lifestyle. Is that fair? Why or why not?
- Why were anti-hate crimes laws established? Whom do they protect? What does this type of legislation have to do with fairness?
- Have you ever been unfairly accused of something you didn't do? How did it make you feel?
- What kinds of laws are in place in our judicial system to guarantee the accused a fair trial?
- Which school rules or community laws exist that you think are unfair?
- What are some good reasons why those rules and laws exist?
- If you were to contest school rules or community laws, do you think you'd be given a fair chance to make your case? Why or why not?

School Datebooks



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

— ELEANOR ROOSEVELT



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 gave you for your birthday even though you no longer like the band.

Telling your parents you were 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 uni tag call you safe when you know the shop has tagged you.

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

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

Is honesty always best?

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

Background Info

What do I do to be honest?

Training Scenario

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

Mission Accomplished

How was honest this week when:

Nagging Feelings

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

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

"Truth burns up error."

— SOJOURNER TRUTH





CHARACTER *traits of good character*

PERSEVERANCE

Winners Despite Rejections

If you're brainy enough to write a book – and persevere through that long process – surely you can count on getting 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 9th or even his 10th rejection, you'd never have read *Green Eggs and Ham* or *Goodnight Go!* His first book, *To Think That I Saw It on Mulberry Street*, was rejected more than two dozen times. He went on to write nearly 50 children's books, many loved by adults, too.

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

So Did Emily Dickinson

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

Without her perseverance, you wouldn't be inspired by her words: "Hope is the thing with feathers/That perches in the soul" or "As imperceptibly as Grief the summer lapses 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
- Louisa 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?
- At school?
- In your neighborhood?

School Datebook





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 receiving ourselves for this wonderful gift.

A NEW BEGINNING It is a time of 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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THE ADVENT WREATH

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

EVERGREEN FOR ETERNITY

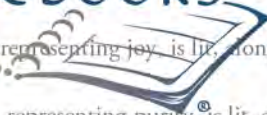
- Traditionally, three of the candles are purple and one is rose. The candles are placed in an evergreen circle, which represents eternal life.
- The ritual of lighting the candles signals the coming of the light, the birth of Christ on Christmas Day.



REPRESENTING EXPECTATION, HOPE, JOY, PURITY

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

School Datebooks



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

YOUR PERSONAL PREPARATION –

What hopes do you have during this time?

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



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

ALL SAINTS' DAY – Each November 1, the Catholic Church celebrates All Saints' Day. This year, learn more about your namesake, a family member's, or 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

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

- St. Elizabeth, who founded the Sisters of the Blessed Sacrament and invested her inheritance in missionary work

- Mother Theodore Guérin, who founded the Sisters of Providence of St. Mary-of-the-Woods in Indiana

- Elizabeth Ann Seton, the first American-born saint

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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 him, a spirit of wisdom and of understanding, a spirit of counsel and of strength, a spirit of knowledge and of fear of the Lord ..."

Today, these gifts are generally referred to as:

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

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

THE HOLY SPIRIT IN YOUR LIFE -

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

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

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

A TREE BEARING MANY FRUITS -

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

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

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

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

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

"And now abideth faith, hope, and 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, "lencen." And most agree that its meaning is "spring," "new life," and "hope," which we, of course, receive at Lent's end.



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THE SEASON

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

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

— St. Thomas of Villanova

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

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

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

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

WHAT NEW LENTEN ACTIVITIES MIGHT YOU CONSIDER ADDING?



CATHOLIC EDUCATION *liturgical year, colors*

CALENDAR MARKS SEASONS

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

TRADITIONS CONNECT US – Beyond turning calendar pages, tracking time helps Catholics write about our history, chronologically mark events, celebrate special holidays, and bring reverence and meaning to our daily lives.

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

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

The seasons of the Catholic Church are:

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

YOUR FAVORITE SEASON –

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

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

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



Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

COLORS BEAR MEANING

Liturgical colors are also used to mark certain seasons or church holidays.

Each color symbolizes specific meanings giving an added dimension our lives.

VIOLET: MELANCHOLY

Violet is worn during the 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?

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



CATHOLIC EDUCATION *our blessed mother*

MARY'S SIGNIFICANCE, AS MOTHER 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, is a powerful 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 Mary, the Queen of Heaven, and Our Lady of Mercy among many others.

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

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?



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

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

FEAST DAYS:

December 12 ■ Our Lady of Guadalupe

February 11 ■ Our Lady of Lourdes

July 16 ■ Our Lady of Mount Carmel

September 15 ■ Our Lady of Sorrows

August 22 ■ Queenship of Mary

School Datebooks



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

WHAT DOES MARY MEAN TO YOU?

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



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. The rosary, which includes 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, your family, at a funeral, or a celebration.

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

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

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

"Give me an army saying the rosary, and I will conquer the world."
– Pope Pius IX

"The rosary should always be seen and experienced as a path of contemplation."
– Pope John Paul II

YOU AND THE ROSARY

How do you feel after praying the rosary?

What does praying the rosary give you?



Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

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 through oral tradition, provided a framework for contemplative prayer. The prayers were counted off on a ring of beads called a corona.

It's believed that sometime in the late 1300s, Dominican friar Henry Kalkar divided the 150 prayers into 15 decades and replaced the Our Father with the Hail Mary. Later, the rosary was shortened to 10 decades.

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

NEWEST LUMINOUS MYSTERIES – In 2002

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

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

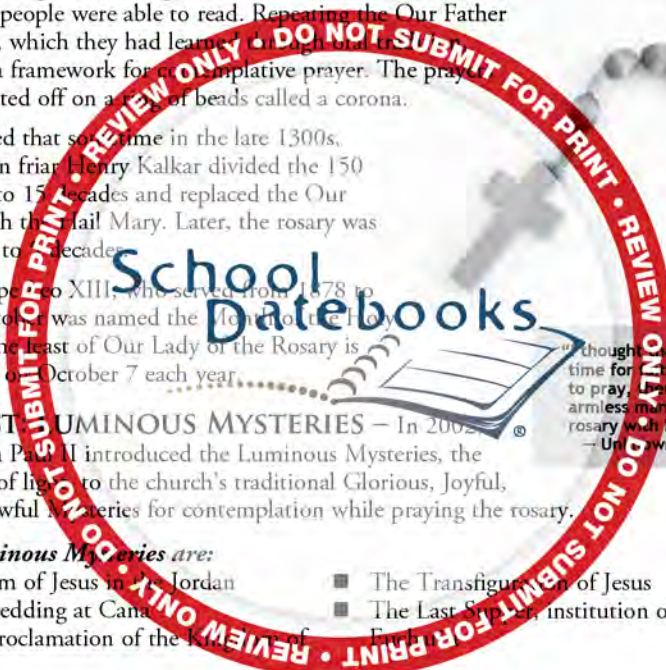
- Annunciation of Gabriel to Mary
- Visitation of Mary to Elizabeth
- Birth of Jesus
- Presentation of Jesus in the temple
- Finding Jesus in the temple

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 armless man saying his rosary with his feet."
— Unknown

Students →

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SEATING CHARTS



Seating Chart for Class _____

Day / Time _____

Seating Chart for Class _____

Day / Time _____

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

Daily Schedule

Dismissal _____

Custodian(s) _____

Nurse's Schedule _____

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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 more STEM in the classroom. In 2011, when President Barack Obama said, "[Science] is not just a school subject, or the periodic table, or the properties of waves. It is an approach to the way we think, 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

16%

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. In a recent TED talk, Ma underscores how STEM occupations focus on humanity and improving lives.

And Now STEAM

A movement is underway to add "A" to the acronym, making it **STEAM**, and many are adopting it. The "A" represents "art" and its creative disciplines, adding to the mix to reflect the role of artists and designers in innovation. Two examples of art's influence: a pacemaker based on a musical metronome; and medical stents that were inspired by origami.





STEM Engineering Design Process



We use the four fields of STEM (science, math, engineering, and technology) to solve real-world problems, or challenges. STEM challenges have five distinct tasks: **ask, imagine, plan, create, and improve** – known as the **Engineering Design Process (EDP)**. It acts as a cycle. Once you build a solution, you will find ways to improve it, create a new plan, build a new model, and retest it until you find a solution that works.

Practice going through the EDP steps yourself! Get a set of cards and a roll of tape. Find a way to build a house that stands up to strong winds.

ASK

Define the problem and constraints.

Practice: What is the problem you are trying to solve? What are you coming up with the constraints?

School Datebooks

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 plan even better.

Practice: Test it by either blowing on the card house or putting a fan up to it. How would 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!



STEM Teamwork



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

Collaboration is working together to reach a goal. Within a team, members sometimes take on certain roles. Examples include: head engineer, quality control engineer, operations manager, and communication director.

When working on a team, it's important not to criticize other ideas. Not every idea will be a success or even something you agree with. In those cases, you'll have opportunities to advance your ideas.

School Datebooks

Practice delivering **constructive feedback**. Instead of saying, "That model is too large and messy work," try "What if we made it smaller to fit the requirements better?"

Working in teams can be fun, yet challenging. Here are some tips for successful teamwork:

- ✓ Respect yourself and others.
- ✓ Accept differences.
- ✓ Listen to others while they're speaking.
- ✓ Stay on task and avoid distractions.
- ✓ Manage your time wisely.
- ✓ Stay positive.





STEM Leaders in History



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 Chief Operating Officer (COO) of Facebook. She gave 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 DAVID PATTERSON (1953-) was an inventor, and four others designed the technology for the wireless local area network, also known as the Internet of Things wireless mesh. He also founded the nonprofit organization, the Native American Intellectual Property Enterprise Council, to help other Native American inventors.



MARIO MOLINA (1943-) won the Nobel Prize in chemistry in 1995 for discovering that the earth's ozone layer was being destroyed 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 Leaders in History (pg. 2)



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



ORVILLE and WILBUR WRIGHT (1867-1912) invented and built the first successful airplane in 1903. They observed how birds angled their wings to fly, and they copied this in the plane wings' design.



ROSALIND FRANKLIN (1920-1958) earned a PhD in crystallography and X-ray diffraction at Cambridge University. She used the technique of X-ray diffraction, and one of her photographs provided necessary evidence for identifying DNA's structure.



JOHN DEERE (1804-1886), a blacksmith, decided that the wooden plow he used wasn't suited for prairie soil, so he crafted a new steel design. He founded Deere & Company, where he developed other agriculture tools.



LOUIS BRAILLE (1809-1852) was a blind Frenchman who decided there had to be a better way to learn than just listening — he wanted to read. He invented Braille, the system of reading and writing for the blind that we know today.



STEM 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: mobile phones, landlines, fax machines



Light Bulb (1879)

- First commercially viable bulb invented by Thomas Edison
- Today's adaptations: incandescents, fluorescents, LED lights



Refrigerators (1919)

School Datebooks

- Invented by Carlisle Pargart created the electric model
- Today's adaptations: constant tracking and alerts

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



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)

Seven 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.

School Datebooks



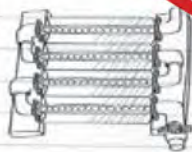
Solar Lantern (2007)

When Evan M. Hodge of Kenya was 19, he invented a solar lantern made from 5 percent recycled materials.



Biofuel from Plastic (2011)

Azza Abdel Hamid Elad developed a way to transform plastic into biofuel when she was 16.



Water-Purifier (2009)

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.



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 sources and improve methods for processing and preserving food. They also address the world's hunger needs with solutions for growing, storing, packaging, and distributing food supplies.

School Datebooks

MECHANIC | Care, maintenance, and repair 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, refrigeration, 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.





STEM Careers (pg. 2)



EVOLUTIONARY BIOLOGIST | Evolutionary biologists study changes that occur in plants and animals over time. They look at processes that produce diversity, and they study natural selection and common ancestry.



WILDLIFE TECHNICIAN | Wildlife technicians study wildlife, their behaviors, populations, and habitats, providing education about wildlife to the public. They collect data in various areas; band and release animals; and take blood or tissue samples. They also monitor habitats, collect water and soil samples, and identify problems that wildlife may encounter.

AEROSPACE ENGINEER

Aerospace engineers design and spacecraft are the domains of aerospace engineers. They use mathematical models, analyze them with computers, build prototypes, and conduct wind tunnel and operational stress tests.

School Datebooks



METEOROLOGIST | Meteorologists study weather patterns and the atmosphere. They identify trends, predict changes, and how those may affect people. It is especially important when predicting severe weather. They also conduct research on climate change and provide information that farmers and businesses can use to make decisions based on expected weather.



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



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[illegible]

[illegible]

CLASS SCHEDULE *first & second semester*

FIRST SEMESTER

[illegible]

SECOND SEMESTER

[illegible]



CLASS SCHEDULE *trimesters*

FIRST TRIMESTER

Period	Subject	Teacher	Room

SECOND TRIMESTER

Period	Subject	Teacher	Room

THIRD TRIMESTER

Period	Subject	Teacher	Room





TIME-BLOCK SCHEDULE *first & second semester*

FIRST SEMESTER

_____ DAYS

Period	Subject	Teacher	Room

Period	Subject	Teacher	Room

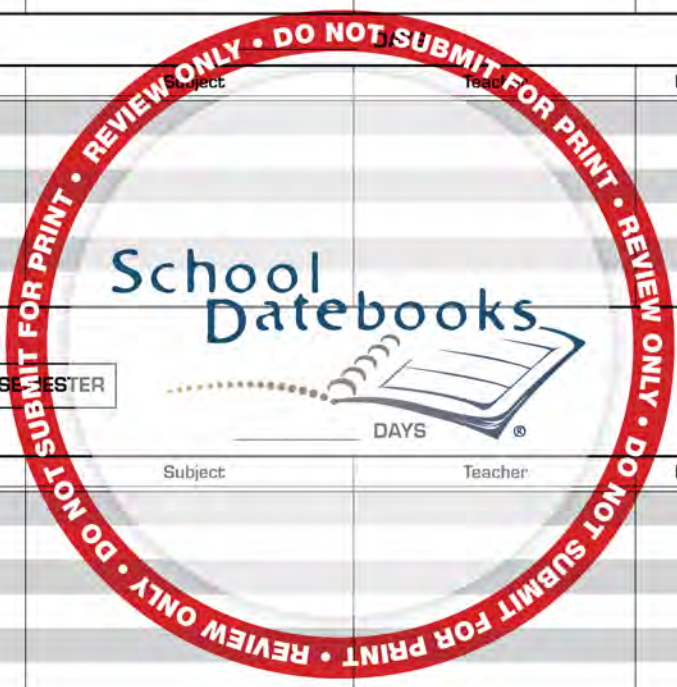
SECOND SEMESTER

_____ DAYS

Period	Subject	Teacher	Room

_____ DAYS

Period	Subject	Teacher	Room





PARENT

TEACHER

Signature

Date _____

Signature _____

Date _____

School Datebooks



Signature

Oat

Signature

Date _____

Signature

Date _____

Signature

Date _____



ADVANCE PLANNING

AUGUST 2024

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

SEPTEMBER 2024

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

OCTOBER 2024

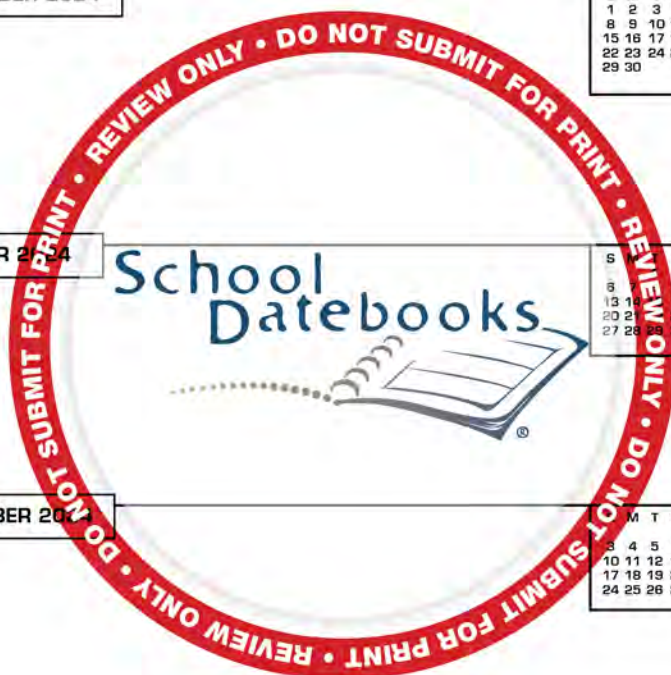
S		W	T	F	S
		2	3	4	5
6		9	10	11	12
13	14	16	17	18	19
20	21	23	24	25	26
27	28	30	31		

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
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



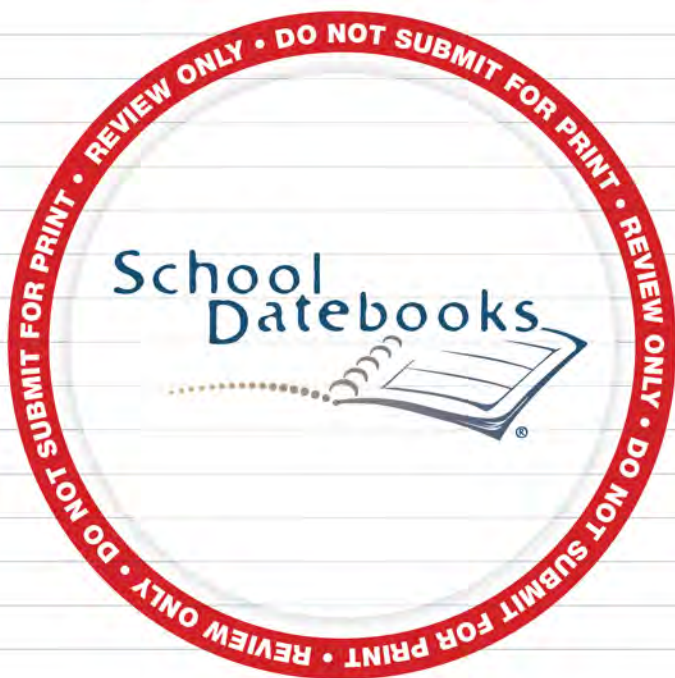
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IMPORTANT DATES *United States*

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



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