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# K-12 <br> <br> REFERENCE PAGES 

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| LANGUAGE ARTS |
| :---: |
| SCIENCE |
| MATHEMATICS |
| CIVICS/GEOGRAPHY |
| ENVIRONMENTAL AWARENESS |
| HEALTHY LIVING |
| SUCCESS SKILLS |
| CHARACTER |
| CATHOLIC EDUCATION |
| TEACHER RESOURCES |
| STEM |
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## LANGUAGE ARTS parts of speech

| NOUN | A WORD THAT NAMES A PERSON, PLACE, THING, <br> QUALITY, ACT, OR FEELING. |
| :---: | :--- |

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

| ADJECTIVE | A WORD THAT DESCRIBES OR MODIFIES <br> NOUNS AND PRONOUNS. ADJECTVES SPECIFY <br> COLOR, SIZE, NUMBER, AND THE LIKE. |
| :---: | :--- |

$\rightarrow$ 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.

Nominative Case Pronouns r
ubject of a sentence
or clause.
$\rightarrow$ Examples: She took the
bus Nisit Aunt Jane.
We are looking forward to vising Oregon.
Objective Case Pronouns receive a verb's action or follow a preposition.
$\rightarrow$ Examples: Please gir ne the papers.
Timothy's outstandirservice earned him the award.
 Their car slid off t1

Number indicates for a verb is singular or plural. The verb and its sub, must agree in number.

- Examples: One dodBarks. Two dogs bark.
Person indicates whetro the subject of the verb is $1^{\text {st }}, 2^{\text {nd }}$, or $3^{\text {rd }}$ person and whether the ubject is singular or plural. Verbs usually have a different form only in third person singular of the present tense.
$\rightarrow$ Examples:
$1{ }^{\text {st }}$ Person:
$2^{\text {nd }}$ Person:

Voice indicates whether the subject is the doer orf the action verb.

Example: My apple pie is good.
$\rightarrow$ 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.
$\rightarrow$ 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, <br> AN ADJECTIVE OR ANNTHER ADVERB. <br> AN ADVERB TELLS HOW, WHEN, WHERE, <br> WHY, HOW OFTEN, AND HOW MUCH. |
| :--- | :--- |

$\rightarrow$ Examples: The ball rolled slowly around the rim. Soccer scores are reported daily in the newspaper.

- Example: Aurn form compares two things.

The superlative form © © 0 ares three or more things. $=$ Example: Mom's applep $\mathbf{N}^{\circ}$ isthe best of all!

| PREPOSITION | A WORE <br> THAT SHE GROUP OF WORDS <br> THOW A NOUN OR <br> PRNOUN ME NES TO ANOTHER <br> WORD IN A SENTENCE. |
| :--- | :--- |

$\rightarrow$ Examples: The man walked into the $g$
The horse leaped over the fence.
Their team won the meet in spite of severamers being

anise, or ahazer a phrase. The sern ence elements joined by ara iva conjunction muso be equal. Common coordinating conjunti\& ${ }^{\text {is }}$ are: and, but, nor, for, yet, so. Coordinating conjunctions used in parr called correlative conjunctions. Common correlative col, anctions are: either, or; neither, nor; not only, but also; botk nd; whether, or. $=$ Examples: Both raccoons and squ@ls frequently invade our birdfeeders.
Neither Mary Ann nor Julie wil able to go with you.
Subordinating conjunctio ©onnect and show the relationship between to $\sqrt{ }$ auses that are not equally important. Commen roordinate conjunctions are: until, unless, sinces ©), before, as, if, when, although, after, because, MLIER O MIRE ngas, 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.

|  | A WORD THAT IS USED IN A SENTENCE <br> TO COMMUNIIATE STRONG EMOTION <br> TO <br> OR SURPRISE. PUNCTUATION IS USED <br> TO SEEARATE AN INTERECTON FROM <br> THE PEST OF THE SENTENCE. |
| :--- | :--- |

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## LANGUAGE ARTS capitalization \& plurals

## CAPITALIZATION

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

All proper nouns $\rightarrow$ Shannon O'Connor, Orlando, Bill of Rights
All proper adjectives $\rightarrow$ Kraft cheese, Bounty paper towels, Phillips screwdriver
The first word in every sentence $\rightarrow$ Her dress is stunning.
Races, languages, nationalities $\rightarrow$ Asian, French, African-American
Nouns/Pronouns that refer to a supreme being $\rightarrow$ God, Yahweh
Days of the week $\rightarrow$ Sunday, Monday, Tuesday
Formal epithets $\rightarrow$ Ivan the Terrible
Bodies of water $\rightarrow$ Amazon River, Lake Huron, Wea C -1 NOT SUS
Cities, towns $\rightarrow$ Houston, Lafayette, Dearborn
Counties $\rightarrow$ Tippecanoe, Cork
Countries $\rightarrow$ U.S.A, Mexico, C
Continents $\rightarrow$ Africa, North A
Landforms $\rightarrow$ Mojave Desert, Appalachians
Holidays and holy days $\rightarrow$ Zans Day, Christmas, Yom Kippur
Months $\rightarrow$ January, Feb
Official documents $\rightarrow$ ErPancipation Proclamation
Official titles $\rightarrow$ Presid $\boldsymbol{\sim}$ Obama, Mayor Bradley
Periods and events if istory $\rightarrow$ Middle Ages, Renaissance
Planets, heavenly bres $\rightarrow$ Mars, Jupiter, Milky Way

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purals of moshns are formed by adding $s$ to the singular:
$\rightarrow$ Examples: pie $=$ pies $\mid$ desk $=$ desks $\mid$ machine $=$ machines
The plural forms of no © ending in $\mathrm{s}, \mathrm{sh}, \mathrm{x}, \mathrm{z}$, and ch are made by adding es to the singular.
$\rightarrow$ Examples: bus = buses $\boldsymbol{\sim}=$ dishes $\mid$ fox $=$ foxes $\mid$ buzz $=$ buzzes $\mid$ church $=$ churches
The plurals of common nour (2) hat end in y preceded by a consonant are formed by changing the $y$ to $i$ akd adding es.
$\rightarrow$ Examples: fly = flies
The plurals of words that end in $\mathcal{F}$ eceded by a vowel are formed by adding onily $s$.
$\rightarrow$ Examples: holiday $=$ holidays $\mid$ mon $/ 1$
The plurals of words ending in o preceded $4 / \mathrm{FIM}$ 位 are formed by adding: 0

The plurals of words ending in o preceded by a consonant are formed by adding $s$ or es.
$\rightarrow$ Examples: hero $=$ heroes $\mid$ banjo $=$ banjos $\mid$ tomato $=$ tomatoes $\mid$ piano $=$ pianos
The plurals of nouns ending in $f$ or $f e$ are formed in one of two ways:
\{1\} If the $f$ sound is still heard in the plural form, simply add $s$.
$\rightarrow$ Examples: roof $=$ roofs $\mid$ chief $=$ chiefs
$\{2\}$ If the final sound in the plural is a ve sound, change the $f$ to $v e$ and add $s$.
$\rightarrow$ Examples: wife $=$ wives $\mid$ knife $=$ knives
Foreign words and some English words form the plural by taking on an irregular spelling.
$\rightarrow$ Examples: crisis $=$ crises $\mid$ criterion $=$ criteria $\mid$ goose $=$ geese $\mid$ ox $=$ oxen
The plurals of symbols, letters, and figures are formed by adding an $s$.
$\rightarrow$ Examples: $5=5 \mathrm{~s}$
The plural of nouns that end in ful are formed by adding $s$ at the end of the word.
$\rightarrow$ Examples: handful $=$ handfuls $\mid$ pailful $=$ pailfuls $\mid$ 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.
$\rightarrow$ Example: He lost the game.
A sentence fragment results from a missing subject, verb or complete thought.
$\rightarrow$ Example: Because he was lost.


Amy and Scott were ried yesterday. (compound subject: Amy and Scott)
Ben is leaving work an going home. (compound verb: leaving and going)


A compound sentence contains two or more main clauses (in italics) connected by a conj or a comma wera conjunction.
$\rightarrow$ Examples: Electing fossils is fun, but I think identifying fossils is difficult. (conjunction) Andy's suit lo new; it just got back from the cleaners. (semicolon)

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two dependent clauses)
 clauses (ur-rlined)

Unless my

## SPELLING RUOS

Write $i$ before e except ad or when sounded like $a$ as in weigh and eight.
$\rightarrow$ Exceptions: seize, weird, eithó, leisure, neither
When the ie/ei combination is ne/rronounced $e e$, it is usually spelled ei.
$\rightarrow$ Examples: reign, weigh, neighbor
$\rightarrow$ Exceptions: friend, view, mischief, freny

## 

When a multi-syllable word ends in a consond and the suffix begins with a vowel - the same rule nolud thue. Nits you double the final consonant.
$\rightarrow$ Examples: prefer $=$ preferred $\mid$ allot $=$ allotted $\mid$ 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 $\mid$ like $=$ liking $\mid$ state $=$ stating $\mid$ love $=$ loving

When the suffix begins with a consonant, do not drop the $e$.
$\rightarrow$ Examples: use $=$ useful $\mid$ state $=$ statement $\mid$ nine $=$ ninety
$\rightarrow$ Exceptions: argument, judgment, truly, ninth
When $y$ is the last letter in a word and the $y$ is preceded by a consonant, change th adding any suffix except those beginning with $i$.
$\rightarrow$ Examples: lady = ladies $\mid$ try $=$ tries $\mid$ happy $=$ happiness $\mid$ ply $=$ pliable $\mid$ 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.


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.

About what subject should I write? If possible, choose a subject that interests you. Research your subject well.
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 prewrite will result in a paper that is focused and consistent.
What point of view or "voice" willys Writers sometimes writ Us point of view of another person rather than from their own point of view. (oan add variety and help you see yourslost in a new way. Make sure your "voice" remains consistent. What form will my wh take? Different forms of writing such as letters, diaries, rep orrs, essays, research papers, etc., have specific requi nents. Decide on the form your writing will take, and then make sur ou know the requirements for that form


\{4\} Decide what you want to say about the topre, and
\{5\} Make a list details to support your statement.
\{6\} Arrange the of details into an oftline..。
 of all of your
\{8\} Write a first
\{9\} Revise your first ©f, making sure that:
\{a\} The introduction includes a clear statement of purpose.
\{b\} Each paragraph ber with some link to the preceding paragraph.
\{c\} Every statement is supported or illustrated.
\{d\} The concluding paragrap 1 athof the important points together, leaving the ree with a clear understanding of the meaning of the essay or (1position.
\{e\} Words are used and spelled correctly. 1 EIMEIE MMTE
\{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



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

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| :---: | :---: |}

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.

Use: after an initial or an abbreviation.
$\rightarrow$ Examples: Mary J. Jones, Mr., Mrs., Ms.


Use: to separate words or grouper Nords in a series. $\rightarrow$ Example: I used worms, min rus, larva, bread balls, and bacon for bait.
Note: Some stylebooks and teachers require a comma before "and" in a series.
$\rightarrow$ Example: He ran, $\leqslant$ ped, and yelled.
Use: to separate an oplanatory
sentence. from he rest of the

Use: to join comps and sentences that are not connected with a conjunction. is clearly responsible.
$\rightarrow$ Example: Escargef or snails, are a detrcacy that relish. Jse: to frame diract quotations in a sentell Only the exact Use: to distinguis Titems in an address and in da e.
-Examples: John-Doe, 290 Main St. Midtown, IN 48105 September 20, 1 Use: to separate a or an initial that follows a name.
$\rightarrow$ Example: Joseph


Use: at the end of a direct ©ndirect question.
$\rightarrow$ Example: Did your relatives Avite you to visit them this summer?

Use: to punctuate a short question will arentheses. $\rightarrow$ Example: I am leaving tomorrow (is visit my cousins in France.

## APOSTROPHE <br> 

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.
$\rightarrow$ Examples: do not $=$ don't $\mid \mathrm{I}$ have $=$ I've
Use: followed by an $s$ is the possessive form of singular nouns.
$\rightarrow$ Example: I clearly saw this young man's car run that stop sign.

Use: possessive form of plural nouns ending in $s$ is usually made by adding just an apostrophe. An apostrophe and $s$ must be added to nouns not ending in $s$.
$\rightarrow$ Example: bosses = bosses', children's

Use: to punctuate a quotation within a quotation.

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


Use: to express strong feeling.
$\rightarrow$ Example: Help! Help!

## LANGUAGE ARTS frequently confused words

accept | to agree to something or receive something willingly except | not including
$\rightarrow$ 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
$\rightarrow$ Examples: The capital of France is Paris.
The capitol of Indiana is a building in Indiar The vice president arrived at the Capita' O ? eet the arriving senators.
hear | to listen to here $\mid$ in this place
$\rightarrow$ Examples: Do you hear that strange sound?
The juice is right here in the refrigerator.
it's | the contraction fotis or it has
its | shows ownershi
$\rightarrow$ Examples: It's near
The wagon lost its wheel in the mul the botball game.
lead | a heavy, graye etal
lead | to go first, ginde
led | the past tense of lead
$\rightarrow$ Examples: Wate mipes in many older
homes are made of -1 d.
This path will lead
Bloodhounds led the
the waterfall.
ice to the hideout.
loose | free or not tig
lose | to misplace or sur the loss of something
$\rightarrow$ Examples: Since she (s)weight, many of her clothes
are loose.
If you lose your money, you not be able to get into the park.
principal | the first or most importan It also refers to the head of a school.
principle | a rule, truth, or belief
$\rightarrow$ Examples: Pineapple is one of the principal $1 \subset \mathcal{E}$ Hawaii.
One principle of science is that all matter occupies spad $=$
quiet | free from noise
quite | truly or almost completely
$\rightarrow$ Examples: Our teacher insists that all students are quiet
during a test.
This enchilada is quite spicy.
their $\mid$ belonging to them
there $\mid$ at that place
they're | the contraction for they are
$\rightarrow$ 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
$\rightarrow$ 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.


## LANGUAGE ARTS common prefixes \& suffixes



## LANGUAGE ARTS root words \& their derivatives

acer, acid, acri | bitter, sour, sharp

- acerbic, acidity, acrid, acrimony
ag, agi, ig, act | do, move, go
- agent, agenda, agitate, agility, navigate, ambiguous, action, react
anni, annu, enni | year
- anniversary, annually, centennial
arch | chief, first, rule
- archangel, architect, archaic, patriarchy
aud | hear, listen
- audiology, auditorium, audition
belli | war
- rebellion, belligerent, bellicose
capit, capt | head
- decapitate, capital, capt
clud, clus, claus | shut
clud, clus, claus | shyt $\bullet$
- include, conclude,
- cordial, concord,
- cordial, con
corp $~$ body


grad, gress | step, go
- grade, gradual, graduate, progress
here, hes | stick, cling
- adhere, cohere, inherent, cohesion
hydr, hydra, hydro | water
- dehydrate, hydrant, hydraulic, hydrogen
ignis | fire
- ignite, igneous, ignition
ject | throw
salv, salu | safe, healthy
- salvation, salvage, salutation
scope | see, watch, examine
- telescope, periscope, kaleidoscope
scrib, script | write
- scribble, inscribe, describe, prescribe, subscribe, manuscript, inscription
sent, sens | feel
- sentiment, consent, dissent, sense, sensation, sensitive, sensory, sensible
sign, signi | sign, mark seal
- deject, on D)
Iav, lot, lut $\mid$ wash
launder, lavatory, lotion, ablution
liter | letters
- literary, literal, alliteration
magn | great
- magnify, magnificent, magnitude, magnanimous, magnum, magnate


## man | hand

- manual, manage, manufacture,


2- cignal, signature, design, insignia
sistora, stit | stand

- assist, perist, stamina, status, state,
statue, ste, stationary, establish
solv, solu 1i, in
- solvent, absolv, ioluble, solution
spir | breath
spir
- spirit, expire, inspo respiration
tact, tang, tag, tig ${ }^{\prime}$ /ouch
- tactile, tactual, con intact, tangible,
crea | create
- creature, recreatiom creation
cresc, cret, creuse | rise, grow
- crescendo, concre - increase
cycl, cyclo $\mid$ wheer ${ }^{\text {P }}$ rcular
- bicycle, cyclic, cycos, Cyclops
dem | people
- democracy, demograp opidemic
dict | say, speak
- dictation, dictionary, bene diction, dictator, edict, predict, verno
dorm | sleep
- dormant, dormitory
dura | hard, lasting
- durable, duration, endure
equi | equal
- equinox, equilibrium, equipoise
fall, fals | deceive
- fallacy, fallacious, falsify
fid, fide, feder | faith, trust
- confidante, perfidy, fiduciary, fidelity, confident, infidel, federal, confederacy
fin | end, ended, finished
- final, finite, finish, confine, fine, refine, define, finale, infinity
fort, forc $\mid$ strong
- fortress, fortify, forte, fortitude
geo | earth
- geography, geocentric, geology
ner@nad emember + tactile, tactu migra | wander
- migrate, emigrant, inarigraye
mit, miss $\mid$ send,
- emit, remit, submit, commit, transman
mission, missile, commissary, emissary
nat, nasc | to be from, spring forth
- innate, natal, native, renaissance migra | wander
- migrate, emigrant, inarigraye
mit, miss $\mid$ send,
= emit, remit, submit, commit, transm
mission, missile, commissary, emissa
nat, nasc | to be from, spring forth
- innate, natal, native, renaissance

nov $\mid$ new
- novel, novice, innovate, renovate
omni | all, every
- omnipotent, omniscient, omnivorous


## - path, pathy | feeling, suffering <br> 

- pedal, impede, pedestrian, centipede, expedition, tripod, podiatry
pel, puls | drive, urge
- compel, dispel, expel, repel, propel, pulse, impulse, pulsate, repulsive
poli | city
- metropolis, police, politics, acropolis
port | carry
- portable, transport, export, support
punct | point, dot
- punctual, punctuation, puncture
ri, ridi, risi | laughter
- deride, ridicule, ridiculous, risible

- ten. ung Lain | hold
- $\mathrm{R}_{\mathrm{a}} \mid$ earth
- terrain, terrariu
tract, tra $\mid$ draw pull
trib | pay, best?
tribuc retribution
- tractor, attracractable, abstract
- tribute, Otribute, attribute, distribute,


## LANGUAGE ARTS common editing marks

$\hat{\jmath}$｜insert a comma
$\rightarrow$ Her husband ${ }_{-1}$ Andy $y_{\rho}$ decided to open his own repair business．
－insert an apostrophe
$\rightarrow$ Mary hadrft planned on a sixth party guest．
（ 1 ｜insert quotation marks
$\rightarrow$ The students were required to read the poem ${ }^{\text {Eq Howl }} \stackrel{\sim}{*}^{\circ}$
1 ｜insert written suggestion 1 －DO NOT SUE
$\rightarrow$ Jean－Pierre said his fay rite country to visit was the State
$\Theta \mid$ use a period
$\rightarrow$ Mark likes scranisled eggs ${ }_{2}$ He does not like hard－boiled eggs．

## ，－delete

$\rightarrow$ Jim warned re that that magnet might harm my CD．
Til transpose elements C O OO
$\rightarrow$ The teamonut havelalso play first debuoronks
$=1$ close rip this space
$\rightarrow$ Milo retrod to his
\＃insert
$\rightarrow$ Jeff didn＇t rend waiting，but he was running out of time．
Al begin neroqragraph
－＂Who＇s that？＂COsy asked．＂作Her name is Beth，＂said Brenda．
No Al no new paragraph
$\rightarrow$＂I＇m tired，＂said Kevily 1 化界
Td like to go home． 1 ME
$\leq$ capitalize

$\rightarrow$ They traveled to the capitol to meet the vice president．
 Q．｜lowercase
$\rightarrow$ Tim fondly remembers playing football in High \＄chool．

$$
{ }_{5 p} \mid \text { spell out }
$$

$\rightarrow$ It was Kim＇s（si）trip to the
sid｜stet（let it stand）
$\rightarrow$ I dot like to hurt other people＇s feelings．

## LANGUAGE ARTS outtining

## OUTLINING $\begin{aligned} & \text { OUTLINES CAN HELP YOU ORGANIZE YOUR IDEAS. YOU MIGHT USE AN OUTLINE TO PLAN A SPEECH, } \\ & \text { COMPOSITION OR }\end{aligned}$ COMPOSITION, OR TERM PAPER. YOU ALSO MIGHT USE AN INFORMAL OUTLINE TO TAKE NOTES.



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.

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 Formal Outline Format: For
I.
A.
B.
1.
2.
a.
b.
(1)
(2)
 two points to be each 1 must hav

## LANGUAGE ARTS mLA style of documentation

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

According to the Modern Language Association Handbook for Writers of Research Papers, 8th edition:
\{1\} Double-space all entries.
\{2\} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
\{3\} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.
\{4\} Italicize the titles of works published indene lealy Douks, plays, fors 5 published independently.
\{5\} If the title of a book you are citivinciudes the title of another book, italicize the mairle but not the other title.
\{6\} Use quotation marks to indice ales of short works included in larger works, song titles, and ©s of unpublished works.
\{7\} Separate the author, titl
\{8\} Use lowercase abbrevia ens to identify parts of a work (for example, vol. for volume), a named elator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be car lized.
\{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. Whethe publisher's name includes the name of more than one person, cite only the first of these names.
$\{10\}$ Use the phrase, Jcessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

| ANY CITATION |
| :--- | :--- |
| GGENERAL GUDELIITS, |

## LANGUAGE ARTS mLA style of documentation

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| Avemot | mamem |
| amat |  |



| YOUR REFERENCE |  |
| :--- | :--- |
| LIST | YOUR REFERENCE LIST SHOULD APPEAR AT THE END OF YOUR ESSAY. IT PROVIDES THE <br> INFORMATION NECESSARY FOR A READER TO LOCATE AND RETRIEVE ANY SOURCE YOU CITE <br> IN THE ESSAY. EACH SOURCE YOU CITE IN THE ESAY MUST APPER IN YOUR REFERENCE LIST. <br> 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:

$\rightarrow$ 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.
$\rightarrow$ Double-space all references.
$\rightarrow$ Capitalize only the first word of a title or 14 Le of a work. Capitalize all in 3 rds in journal titles. Italicize titles of books and journals. Note that the ital OAg in these entries includes commas and $p$ nior

* Invert authors' names (last nam 1 t); give last name and initials for all authors of a part ar work, unless the work has more than six authors (in this $\mathcal{E}$, hist the first six authors and then use et al. after the sixthers name to indicate the rest of the authors). Alphz ${ }^{2}$ Le by authors' last names letter by letter. If you have more than on work by a particular author, order them by pacation date, oldest to newest (thus a 2016 article would appear before 018 article). When an author appears as a sole author and again as the first author of a group, list the one-author entried st. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened rersion of the title for parenthetical cyand within the text.
$\rightarrow$ Use " $\&$ " instead さand" before the author's name when listing multiple authors of a single work.


## Easic colch Fon Suctio'

Antura of Datebooks
$\rightarrow \begin{gathered}\rightarrow \text { Author, A. A. Muthor, B. B., \& Author, } \\ \text { volume number (issue number), pages. }\end{gathered}$
You need to list onl the volume number if the periodical uses continuous matination throughout acs tic
begins with page I,
A nonperiodical [ $\left.s^{[ } \mathrm{A}\right]$ as a book, report, brochure or audiovisual medra]
$\rightarrow$ Author, A. A. rimplication). Title of work: Capital letter also for subtitle (Edin) ©ublisher.
Do not include the lodson of the publisher in the citation.
Part of a nonperiodic (such as a book chapter or an article in a collection)
$\rightarrow$ Author, A. A., \& Ath , B. B. (Year of publication). Title of chapter. In A. Editor \& B. Editor (Eds. Title of book (pages of chapter,. Publisher.
When you list the pages of the - ter or essay in parentheses after the book title, use "pp." before the numbras: (pp. 1-21). This abbreviation, however, does not ippear before the page numbers in periodical references, except for newst


## An online journal or magazine

$\rightarrow$ Author, A. A., \& Author, B. B. (Date of publication). Title of article. Title of Journal, volume number (issue number), page range. doi:0000000/000000000000
Since online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are unique to their documents and consist of a long alphanumeric code.

## An online journal or magazine (with no DOI assigned)

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

## Email

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

## LANGUAGE ARTS APA style of documentation

## EXAMPLES

## Journal article, one author

$\rightarrow$ 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
$\rightarrow$ 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-estee BOMOTros/ity and Social Psychology, 65, 1190-1204.
Work discussed in a secondary soure
$\rightarrow$ Coltheart, M., Curtis, B., Atkins, QHatler, M. (1993). Models of reading aloud: DN-youte and parallel-distributedprocessing approaches. R slogical Review, 100, 589-608.
Give the secondary source in the vences list; in the text, name the original work, and give a citation fose secondary source. For example, if Seidenberg and Mand's work is cited in Coltheart et al. and you did not read the originan : ark, list the Coltheart et al. reference in your reference list. in the text, use the following citation:
$\rightarrow$ In Seidenberg and McClella
Magazine article, on - -uthor
$\rightarrow$ Henry, W. A., IFs 1990, April 9). Making the grade in today's schools. Time, 135, 28-31.
Book

A book or article with (0) author or editor named

- Merriam-Webster's cor iate dictionary (11th ed.). (2005). Merriam-Webster.
$\rightarrow$ New drug appears to c(O)isk of death from heart failure. (1993, July 15). The Washington Post,
For parenthetical citations of sos in text with no author named, use a shortened version of the title ins of an author's name.
Use quotation marks and italics, asppropriate. For example, parenthetical citations of the two source., ve would appear as follows: (Merriam-Webster's, 200r 5 4 ("New Drug," 1993).
A translated work and/or a republishe © vork

A review of a book, film, television program, etc.
$\rightarrow$ 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

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

## An online journal article (no DOI assigned)

$\rightarrow$ 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


## LANGUAGE ARTS manuscript writing

Position of Paper for Manuscript Writing


LANGUAGE ARTS cursive writing

Position of Paper for Cursive Writing


| absence | Christian | either | happiness | ninety | receive | suspicion |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| absorb | cinnamon | embarrass | hear | notice | receiving | swimming |
| accept | climbed | enough | height | noticeable | recess | synagogue |
| accidentally | climbing | entertain | here | nuisance | recognize | temperament |
| accompany | clothes | envelope | history | obedience | recommend | themselves |
| accuse | colonel | equipment | hoping | occasion | reference | there |
| ache | college | equipped | hospital | occur | referring | therefore |
| achieve | column | escape | humor | occurred | rein | they |
| acquaintance | commercial | especially | humorous | occurrence | reign | they're |
| acquire | committee | etc. |  | occurring | relative | thief |
| affect | completely | everybo | D) | 5 | relief | thoroughly |
| afraid | concentrate | everyy | imagine | opulin | religion | thought |
| against | conscientious |  | immediate | opportunit | remember | through |
| aggression | conscious |  | immediately | opposite | ) petition | tobacco |
| aggressive | continue | celle | immensely | original |  | together |
| all right | continuo | excellent | incident | other |  | tomorrow |
| a lot | conveni | except | independent | pageant | resta | tragedy |
| already | conyen | excitement | Indian | pamphlet | rhyme | tried |
| always | cou | exciting | innocent | parallel | rhythm | trouble |
| amateur |  | existence | instead | parents | ridiculous | truly |
| ambition |  | expense | intelligence | parliament | running | two |
| among | geous | experiment | intelligent | particular | safety | unique |
| apology | eous |  | ery ret | passed | Saturday | until |
| apparent |  |  | , | peculiar | scent | unusual |
| appearance | ticism | ilies | d | $x^{f o r}$ | chedule | sually |
| appreciate | ticicize | inate |  | rs | ciss | vaccinate |
| argument | riosity | fatigue | ealous | henomeno | Er | egetable |
| article | eive | favorite | w | iece |  | illage |
| associate |  | fiction | know • - | Iot | te | villain |
| athlete | ite | fictitious | knowledge | plant | sense | weather |
| attendance | tely | field | laboratory | plane | separate | Wednesday |
| attitude |  | finally | laid | planned | separation | weight |
| author |  | first | leisure | pleasant | sergeant | weird |
| awful |  | forecast | library | poison | shepherd | were |
| beautiful | , | foreign | lightning | possess | shining | we're |
| beauty | dessert | foresee | literature | possession | sincerely | where |
| because | destroy | forest | lonely | possible | oldie | whether |
| beginning | develop | foretell | loose | practically |  | which |
| believe | dictionary | xmerly | lying | prairie |  | whole |
| benefit | didn't | 17 | magazine | precede | cak | whose |
| bicycle | difficult |  | magnificent | C | speech | witch |
| biscuit | dinner | freight | Try | ${ }^{\circ}$ | sponsor | woman |
| boundary | dining | friend |  | reparation | squirrel | women |
| Britain | disappear | front | mathematics | principal | stationery | wonderful |
| brilliance | disappoint | fulfill | meant | principle | stepping | wreck |
| brilliant | discipline | government | medicine | privilege | stopping | writing |
| bureau | discussion | governor | millionaire | probably | stories | written |
| business | disease | grabbed | miniature | profession | strengthen | wrote |
| captain | dissatisfy | grammar | minute | prophecy | stretch | yolk |
| career | doctor | grateful | mischievous | psychologist | studies | your |
| carrying | does | guarantee | model | psychology | studying | you're |
| cemetery | doesn't | guard | mosquito | pursue | succeed |  |
| certain | dropping | guess | narrative | quantity | successful | 00 |
| challenge | during | guest | necessary | quiet | suggest |  |
| chief | easier | handsome | neighbor | quite | summarize | * |
| children | easiest | happen | nervous | raspberry | summary | b |
| chocolate | easily | happiest | niece | realize | superintendent |  |
| chosen | effect | happily | nineteen | really | suspense |  |

## LANGUAGE ARTS exploring french



## LANGUAGE ARTS exploring spanish



## LANGUAGE ARTS exploring German



## 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／
wăn shàng hăo
Good night｜晚安 wăn ān
Goodbye｜再见 zài jiàn
See you later｜再会／一会见 zài huì／yī huì jiàn
How are you？｜你好吗？nǐ hǎo mā？
I＇m．．．｜我．．．wǒ
（very）well｜（很）好 hěn hǎo
（very）bad｜（很）不好 hěn bù
How＇s it going？｜最近怎么样？Jin zěn mē yàng？
It＇s okay．｜还行 hái xíng
Not bad．｜还不错 hă
And you？｜你呢？nī


Please｜请 qǐng
Thank you｜谢谢 xiè xie
You＇re welcome．｜不客气．bú qi
No problem．｜没周．méi wèn í
Excuse me！｜不好意思！bù hăo yil 1
Sorry｜对不起 duì bù qǐ

## RESPONSES

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

## TITLES

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

## BASICS

Who｜谁 shéi
Where｜在哪里 zài nǎ lǐ
When｜什么时候 shén mē shí hòu
Why｜为什么 wèi shén mē
What｜什么 shén mē
How｜怎么样 zěn mē yàng
Which + 哪一个 nă yī gè


Do you speak English？ nǐ shuō yīng yǔ mā？ How do you say．．．？｜怎么说．．．？zěn mè soo．？ I need help．｜我需要帮助，wǒ xū yào bānthu I am lost．｜我迷路了．wǒ mí lù lē．


## 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


## 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: $55^{\circ} \mathrm{F}$ to $864^{\circ} \mathrm{F}$ rotation: 243 Earth days revolution: 243 Earth days
mean distance from the sun: 67.23 million miles
closest distance to Earth: 26 million miles
weight on Venus: 91 lbs on Earth would weigh 88 lbs on Venus.

## EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface. Water covers 70 percent of the planet. diameter: 7,926 miles temperature: $-126^{\circ} \mathrm{F}$ to $136^{\circ} \mathrm{F}$ rotation: 24 hours revolution: 365.2 days mean distance from the sun: 92.96 million miles.
weight on Uranus: 100 lbs on Earth would weigh 89 lbs on Uranus.

## NEPTUNE

Named for the Roman god of the sea, Neptune's layer of methane gives it a blue coloring. Winds tear through its clouds at more than $1,200 \mathrm{mph}$. diameter: 30,775 miles temperature: $-391^{\circ} \mathrm{F}$ rotation: 16 Earth hours revolution: 165 Earth years mean distance from the sun: 2,793.12 million miles
closest distance to Earth: 2.68 billion miles
weight on Neptune: 100 lbs on Earth would weigh about 119 lbs on Neptune.

## DWARF PLANETS

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

## SCIENCE the human skeleton



SCIENCE major organs of the human body


## SCIENCE periodic table of the elements



## SCIENCE physics laws \& formulas

Mass Density
$\quad$ mass density $=\frac{\text { mass }}{\text { volume }}$
Speed
average speed $=\frac{\text { distance covered }}{\text { elapsed time }}$

## Acceleration

$$
\mathrm{a}=\frac{\Delta \mathrm{v}}{\Delta \mathrm{t}} \text { or } \frac{\mathrm{v}_{\mathrm{F}}-\mathrm{v}_{\mathrm{I}}}{\mathrm{t}_{\mathrm{F}}-\mathrm{t}_{\mathrm{I}}}
$$


(I=the current strength; Q=quantity (charge; $\mathrm{t}=$ time)

## Momentum

momentum $=($ mass $)($ velocity $)$

## Mass-Energy Equivalence

$\mathrm{E}=\mathrm{mc}^{2}$
( $\mathrm{E}=$ the energy [measured in ergs] equivalent to a mass $m$ [measured in grams]; $c=s p e e d ~ o f ~ l i g h t ~[m e a s u r e d ~ i n ~$ centimeters per second])

## Power Expended in an Electric Appliance

$$
\mathrm{P}=\mathrm{IV}
$$

( $\mathrm{P}=$ power in watts; $\mathrm{I}=$ current; $\mathrm{V}=$ voltage)

## Newton's Second Law of Motion

force=(mass)(acceleration)

ENGLISH TO METRIC CONVERSIONS



## TEMPERATURE

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

## Celsius to Fahrenheit:

multiply by 9 , divide by 5 , then add 32 .

## WEIGHTS AND MEASURES



MATHEMATICS Roman numerals \& place value


## MATHEMATICS fractions



## SQUARES \& SQUARE ROOTS

| N | $\mathrm{N}^{2}$ | $\sqrt{\mathrm{N}}$ | N | $\mathrm{N}^{2}$ | $\sqrt{\mathrm{N}}$ | N | $\mathrm{N}^{2}$ | $\sqrt{\mathrm{N}}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | 1.00 | 51 | 2,601 | 7.14 | 101 | 10,201 | 10.05 |
| 2 | 4 | 1.41 | 52 | 2,704 | 7.21 | 102 | 10,404 | 10.10 |
| 3 | 9 | 1.73 | 53 | 2,809 | 7.28 | 103 | 10,609 | 10.15 |
| 4 | 16 | 2.00 | 54 | 2, | 7.35 | 104 | 10,816 | 10.20 |
| 5 | 25 | 2.24 |  | d | 7.42 | 105 | 11,025 | 10.25 |
| 6 | 36 | 2.45 |  | 3,136 | 7.4 | 106 | 11,236 | 10.30 |
| 7 | 49 | 2.65 | 57 | 3,249 | 7.55 |  | 11,449 | 10.34 |
| 8 | 64 | 2. | 58 | 3,364 | 7.62 | ( | 11,664 | 10.39 |
| 9 | 81 |  | 59 | 3,481 | 7.68 | $10 \leq$ | 11,881 | 10.44 |
| 10 | 100 |  | 60 | 3,600 | 7.75 | 110 | -100 | 10.49 |
| 11 | 121 |  | 61 | 3,721 | 7.81 | 111 |  | 10.54 |
| 12 | 144 | 3.46 | 62 | 3,844 | 7.87 | 112 | 12, | 10.58 |
| 13 |  | 3.61 | 63 | 3,969 | 7.94 | 113 | 12,76 | 10.63 |
| 14 |  | 3.74 | 64 | 4,096 | 8.00 | 114 | 12,996 | 10.68 |
| 15 |  | 3.87 | 65 | 4,225 | 8.06 | 115 | 13,225 | 0.72 |
| 16 |  |  |  |  | 8.12 | 116 | 13,456 |  |
| 17 |  | 4.12 |  |  | 8.19 | 117 | 13,689 | -82 |
| 18 |  | 4.24 |  |  | 18.25 | 118 | 13,924 | 1186 |
| 19 |  | 4.36 |  |  |  |  | 14,161 | $\bigcirc$ |
| 20 | 1 r 00 | 4.47 |  | 900 |  | 120 | 4.400 |  |
| 21 |  | 4.58 |  |  |  | 121 | 14,641 |  |
| 22 |  | 4.69 |  |  |  | 12 | 14,884 | 5 |
| 23 |  | 4.80 | 73 5,320 . |  |  | 13 | 15,129 | - 09 |
| 24 |  | 4.90 | 74 | 5,476 | 8.608.66 | 24 | 15,376 | d. 14 |
| 25 |  | 5.00 | 75 | 5,625 |  | (85 | 15,625 | 1.18 |
| 26 |  | 5.10 | 76 | 5,776 | 8.72 | 126 | 15,876 | 11.22 |
| 27 | 12 | 5.20 | 77 | 5,929 | 8.77 | 127 | 16,12? | 11.27 |
| 28 | 784 | 5.29 | 78 | 6,084 | 8.83 | 128 | 16,3 | 11.31 |
| 29 | 841 | 5.39 | 79 | 6,241 | 8.89 | 129 |  | 11.36 |
| 30 | 900 |  | 80 | 6,400 | 8.94 | 130 |  | 11.40 |
| 31 | 961 |  | 81 | 6,561 | 9.00 |  | 7,161 | 11.45 |
| 32 | 1,024 |  | 82 | 6,724 | 9.06 |  | 7,424 | 11.49 |
| 33 | 1,089 | 5.74 | 83 | 6,889 | 9.11 |  | 17,689 | 11.53 |
| 34 | 1,156 | 5.83 | , | 7,056 | 9.17 | 34 | 17,956 | 11.58 |
| 35 | 1,225 | 5.92 |  |  |  | 135 | 18,225 | 11.62 |
| 36 | 1,296 | 6.00 |  |  |  | 136 | 18,496 | 11.66 |
| 37 | 1,369 | 6.08 | 87 | 7,569 | 9.33 | 137 | 18,769 | 11.70 |
| 38 | 1,444 | 6.16 | 88 | 7,744 | 9.38 | 138 | 19,044 | 11.75 |
| 39 | 1,521 | 6.24 | 89 | 7,921 | 9.43 | 139 | 19,321 | 11.79 |
| 40 | 1,600 | 6.32 | 90 | 8,100 | 9.49 | 140 | 19,600 | 11.83 |
| 41 | 1,681 | 6.40 | 91 | 8,281 | 9.54 | 141 | 19,881 | 11.87 |
| 42 | 1,764 | 6.48 | 92 | 8,464 | 9.59 | 142 | 20,164 | 11.92 |
| 43 | 1,849 | 6.56 | 93 | 8,649 | 9.64 | 143 | 20,449 | 11.96 |
| 44 | 1,936 | 6.63 | 94 | 8,836 | 9.70 | 144 | 20,736 | 12.00 |
| 45 | 2,025 | 6.71 | 95 | 9,025 | 9.75 | 145 | 21,025 | 12.04 |
| 46 | 2,116 | 6.78 | 96 | 9,216 | 9.80 | 146 | 21,316 | 12.08 |
| 47 | 2,209 | 6.86 | 97 | 9,409 | 9.85 | 147 | 21,609 | 12.12 |
| 48 | 2,304 | 6.93 | 98 | 9,604 | 9.90 | 148 | 21,904 | 12.17 |
| 49 | 2,401 | 7.00 | 99 | 9,801 | 9.95 | 149 | 22,201 | 12.21 |
| 50 | 2,500 | 7.07 | 100 | 10,000 | 10.00 | 150 | 22,500 | 12.25 |

## ALGEBRA

## Expanding

$\{1\} a(b+c)=a b+a c$
$\{2\}(a+b)^{2}=a^{2}+2 a b+b^{2}$
\{3\} $(a-b)^{2}=a^{2}-2 a b+b^{2}$
$\{4\}(a+b)(a+c)=a^{2}+a c+a b+b c$
$\{5\}(a+b)(c+d)=a c+a d+b c+b d$
\{6\} $(a+b)^{3}=a^{3}+3 a^{2} b+3 a b^{2}+b^{3}$
\{7\} $(a-b)^{3}=a^{3}-3 a^{2} b+3 a b^{2}-b^{3}$
\{8\} $a^{2}-b^{2}=(a+b)(a-b)$
\{9\} $a^{3}+b^{3}=(a+b)\left(a^{2}-a b+b^{2}\right)$ $\{10\} a^{3} b-a b=a b(a+1)(a-1)$ \{11\} $\mathrm{a}^{2}-2 a b+\mathrm{b}^{2}=(\mathrm{a}-\mathrm{b})^{2}$ $\{12\} \mathrm{a}^{3}-\mathrm{b}^{3}=(\mathrm{a}-\mathrm{b})\left(\mathrm{a}^{2}+a b+\mathrm{b}^{2}\right)$

Quadratic Formula
When given a formult the form of a quadratic equation $=$

Logarithms
\{1\} $\log (x y)=\log x+\log y$
\{2\} $\log x^{r}=r \log x$
$\{3\} \log \mathrm{x}=\mathrm{n} \longleftrightarrow \mathrm{x}=10^{\mathrm{n}}$ (Common $\log$ )
$\{4\} \log _{\mathrm{a}} \mathrm{x}=\mathrm{n} \longleftrightarrow \mathrm{x}=\mathrm{a}^{\mathrm{n}}($ Log to the base a)
\{5\} $\mathrm{Ln} \mathrm{x}=\mathrm{n} \longleftrightarrow \mathrm{x}=\mathrm{e}^{\mathrm{n}}$ (Natural $\log$ )
10) 8$)^{(x / y)}=\log x-\log y$ ( $a / b)^{r}=a^{r} / b$

## Laws of Exponents

\{1\} $a^{r} a^{s}=a^{r+s}$
\{2\} $a^{r} / a^{s}=a^{r-s}$
\{3\} $a^{r} a^{5} / a^{p}=a^{r+s-p}$
$\{4\}\left(a^{r}\right)^{s}=a^{\text {rs }}$
$\{5\}(a b)^{r}=a^{r} b^{r}$





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.

\section*{| 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, DO N017 to $)^{\text {the assistance of counsel for his defense. }}$

## AMENDMENT $\mathbf{I I}$



In suits at common law, where ${ }^{\circ}$, value in controversy shall exceed twenty dollars, the right of by jury shall be preserved, and no fact tried by a jury, shall be $\alpha$ rwise re-examined in any court of the United States, than according to the rules of the common law.
a free state, the right of the people rep and bear arms, shall not be infringed.


## GEOGRAPHY <br> states \& state capitals



| No. | President | Party | Native State | Dates of term(s) | Vice President |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \{1\} | George Washington | Unaffiliated | Virginia ${ }^{\dagger}$ | April 30, 1789-March 3, 1797 | John Adams |  |
| \{2\} | John Adams | Fed. | Massachusetts ${ }^{\dagger}$ | March 4, 1797-March 3, 1801 | Thomas Jefferson | ORDER OF |
| \{3\} | Thomas Jefferson | Dem.-Rep. | Virginia ${ }^{\dagger}$ | March 4, 1801-March 3, 1805 | Aaron Burr | PRESIDENTIAL |
|  | Thomas Jefferson |  |  | March 4, 1805-March 3, 1809 | George Clinton | SUCCESSION |
| \{4\} | James Madison | Dem.-Rep. | Virginia ${ }^{\dagger}$ | March 4, 1809-March 3, 1813 | George Clinton* |  |
|  | James Madison |  |  | March 4, 1813-March 3, 1817 | Elbridge Gerry* |  |
| \{5\} | James Monroe | Dem.-Rep. | Virginia ${ }^{\dagger}$ | March 4, 1817-March 3, 1825 | Daniel D. Tomkins | \{1\} The Vice President |
| \{6\} | John Quincy Adams | Dem.-Rep. | Massachusetts ${ }^{\dagger}$ | March 4, 1825-March 3, 1829 | John C. Calhoun | \{2\} Speaker of the House |
| \{7\} | Andrew Jackson | Dem. | Carolinas ${ }^{\dagger}$ | March 4, 1829-March 3, 1833 | John C. Calhoun* |  |
|  | Andrew Jackson |  |  | March 4, 1833-March 3, 1837 | Martin Van Buren | \{3\} President pro tempore |
| \{8\} | Martin Van Buren | Dem. | New York | March 4, 1837-March 3, 1841 | Richard M. Johnson |  |
| \{9\} | William Henry Harrison* | Whig | Virginia ${ }^{\text { }}$ | March 4, 1841-Appril 4, 1841 | John Tyler | \{4\} Secretary of State |
| \{10\} | John Tyler | Whig | Virginia | , |  |  |
| \{11\} | James K. Polk | Dem. |  |  |  | Treasury |
| \{12\} | Zachary Taylor* | Whig |  | March 4, 1849-July 9, 1850 |  |  |
| \{13\} | Millard Fillmore | Whig |  | July 10, 1850-March 3, 1853 |  | \{6\} Secretary of Defense |
| \{14\} | Franklin Pierce |  | New Hampshire | March 4, 1853-March 3, 1857 |  | \{7\} Attorney General |
| \{15\} | James Buchanan |  | Pennsylvania | March 4, 1857-March 3, 1861 |  |  |
| \{16\} | Abraham Lincoln |  | Kentucky | March 4, 1861-March 3, 1865 | Hannibal H | ccretary of the Interior |
|  | Abraham Lincoln* |  |  | March 4, 1865-April 15, 1865 | Andrew Johns | (9) Secretary of Agriculture |
| \{17\} | Andrew Johnson |  | North Carolina | April 15, 1865-March 3, 1869 |  |  |
| \{18\} | Ulysses S. Grant |  | Ohio | March 4, 1869-March 3, 1873 | Schuyler Colfax | 0) Secretary |
|  | Ulysses S. Grant |  |  | March 4, 1873-March 3, 1877 | Henry Wilson* | Com |
| \{19\} | Rutherford B. Ha | Rep. | Ohio | March 4, 1877-March 3, 1881 | William A. Wheel | tary of Labor |
| \{20\} | James A. Garfield | Rep. | Ohio | March 4, 1881-Sept. 19, 1881 | Chester A. Arthur |  |
| \{21\} | Chester A. Arth |  | Vernont | Sept. 19, 1881-March 3, 1885 |  |  |
| \{22\} | Grover Clevelan |  |  | rcl 4, 1885-March 3, 1889 | Thomas A. Hendr |  |
| \{23\} | Benjamin Harria |  |  | 4, 1889-March 3, 1893 | on | cretary of |
| \{24\} | Grover Clevelan | Dem. |  |  | , | lousing and Urba |
| \{25\} | William McKin William McKil |  |  | ch $1899^{-1} \mathrm{ar}$ 23) 1 | H | evelopment |
| \{26\} | Theodore Roos | ep. | ew York | Sept. 14, 1901 |  | cretary of |
|  | Theodore Roo |  |  | March 4, 105-March3, 1209 |  | sportation |
| \{27\} | William H. Taf | Rep. | . Qhic | Mrch 3, 1913 | eman* | fetary of Energy |
| \{28\} | Woodrow Wilso | Dem. | Virginia | March 9,019isivm | Marshall | ary of Educat |
|  | Woodrow Wilso |  |  | March 4, 1917-March |  |  |
| \{29\} | Warren G. Hard | Rep. | Ohio | March 4, 1921-August 2, 1923 | n ®oolidge | etary of Veter |
| \{30\} | Calvin Coolidge | Rep. | Vermont | August 3, 1923-March 3, 1925 |  |  |
|  | Calvin Coolidge |  |  | March 4, 1925-March 3, 1929 | Charles G. Daw |  |
| \{31\} | Herbert C. Hoover |  | Iowa | March 4, 1929-March 3, 1933 | Charles Curtis | omeland Security |
| \{32\} | Franklin D. Roosevelt Franklin D. Roosevelt |  | New York | $\begin{aligned} & \text { March 4, 1933-Jan. 20, } 1937 \\ & \text { Jan. 20, 1937-Jan. 20, } 1941 \end{aligned}$ | John N. Garner |  |
|  | Franklin D. Roo |  |  | Jan. 20, 1941-Jan. 20, 1945 | Henry |  |
|  | Franklin D. Roosevelt |  |  | Jan. 20, 1945-April 12, 1945 | Harry |  |
| \{33\} | Harry S. Truman |  |  | April 12, 1945-Jan. 20, 1949 |  |  |
|  | Harry S. Truman |  |  | Jan. 20, 1949-Jan. 20, 1953 |  |  |
| \{34\} | Dwight D. Eisenhower |  |  | Jan. 20, 1953-Jan. 20, 1957 |  |  |
|  | Dwight D. Eisenhower |  |  | Jan. 20, 1957-Jan. 20, 1961 |  |  |
| $\{35$ | John F. Kennedy* | Dem. |  |  | Johnson |  |
| \{36\} | Lyndon B. Johnson | Dem. | exas | -201931 |  |  |
|  | Lyndon B. Johnson |  |  | 905-Jan. 20,1969 | Hubert H. Humphrey |  |
| \{37\} | Richard M. Nixon | Rep. | California | Jan. 20, 1969-Jan. 20, 1973 | Spiro T. Agnew* |  |
|  | Richard M. Nixon* |  |  | Jan. 20, 1973-Aug. 9, 1974 | Gerald R. Ford* |  |
| \{38\} | Gerald R. Ford | Rep. | Nebraska | Aug. 9, 1974-Jan. 20, 1977 | Nelson Rockefeller |  |
| \{39\} | James E. Carter, Jr. | Dem. | Georgia | Jan. 20, 1977-Jan. 20, 1981 | Walter Mondale |  |
| \{40\} | Ronald Reagan | Rep. | Illinois | Jan. 20, 1981-Jan. 20, 1985 | George H. W. Bush |  |
|  | Ronald Reagan |  |  | Jan. 20, 1985-Jan. 20, 1989 |  |  |
| \{41\} | George H. W. Bush | Rep. | Massachusetts | Jan. 20, 1989-Jan. 20, 1993 | Dan Quayle |  |
| \{42\} | William J. Clinton | Dem. | Arkansas | Jan. 20 1993-Jan. 20, 1997 | Albert Gore, Jr. | $\sigma$ |
|  | William J. Clinton |  |  | Jan. 20, 1997-Jan. 20, 2001 |  |  |
| \{43\} | George W. Bush | Rep. | Connecticut | Jan. 20, 2001-Jan. 20, 2005 | Richard B. Cheney |  |
|  | George W. Bush |  |  | Jan. 20, 2005-Jan. 20, 2009 |  |  |
| \{44\} | Barack H. Obama | Dem. | Hawaii | Jan. 20, 2009-Jan. 20, 2013 | Joseph R. Biden, Jr. |  |
|  | Barack H. Obama |  |  | Jan. 20, 2013-Jan. 20, 2017 |  |  |
| \{45\} | Donald Trump | Rep. | New York | Jan. 20, 2017-Jan. 20, 2021 | Mike Pence | , |
| \{46\} | Joseph R. Biden, Jr. | Dem. | Delaware | Jan. 20, 2021- | Kamala Harris |  |

## GEOGRAPHY United States map



## GEOGRAPHY United States map with longitude \& latitude



## INSERT STATE MAP



## GEOGRAPHY u.s. \& canada time zones



## ENVIRONMENTAL AWARENESS recycling


$<$

## ENVIRONMENTAL AWARENESS recycling

## FACTS

$\rightarrow$ The normal faucet flow is around 3-5 gallons of water per minute.
$\rightarrow$ Showers can account for up to $32 \%$ of home water use.
$\rightarrow 280$ million tires are discarded every year in the United States.
$\rightarrow$ Polystyrene foam is not biodegradable. terms, the foam cup you throw awar be sitting there 500 years from 10
$\rightarrow$ When motor oil is not disp 1 of properly, it can seep into the ground and Hitminate our drinking water. Just one quart 0 Cotor oil can pollute 250,000 gallons of drinkin
$\rightarrow$ An aluminum can that is not recycled will still litter the earth almost 500 years later.
$\rightarrow$ The average office worker throws away about 180 lbs . of recyclable paper every year.
$\rightarrow$ Hot dogs last up to 20-25 years in a landfill. Trsion DO NOT ${ }^{70 \%}$ of the trash that people throw away can SUE 5
$\rightarrow$ Each pers6/ ynows away an average of 1,460 pounds of garbestach year.
$\Rightarrow$ Americans throw ane; enough aluminum every three months to rebuilu ar entire commercial air fleet.


Recycle


## HEALTHY LIVING smoking is a drag

## Smoking is a drag.

There's nothing attractive or noble about yellow teeth, a nasty cough, cancer, smelly clothes, and smoker's breath. And you can be sure that hacking up phlegm is a turnoff. The younger
more likely it is that you'l be DO NOT
from some sort of smo
for Disease Conto tolated illithess, says the Centers tobacco $p$ thucts like "chew") contain nicotine, and nicotine IS addicter. Don't believe it? Find a long-time smoker who is trying quit and sk (yery mefly) hare or anky, tired, nervou cand irritable ne, fee and yeare after they've given them up.

Why is oking so bad for you? For starters, is damper $\dot{ }$ ºur sense of smell and taste. It raises your blood pirsure and makes you more susceptible to colds anabronchial infections. It can cause chronic coughs, ulss, winkles, and heart disease, not to mention cer of the mouth, larynx, lungs, esophagus, pargeas, cervix, uterus, and bladder.

Also, smoking just ion't smart. Students who smoke are more likery $/$ vet lower grades than nonsmoking students, st

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

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

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

都

## FRET AID FICTID:

## Substances and your body

## Home is where the heart is.

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

## Alcohol

Alcohol is a legal intoxicant that Inarguably the most dangerous drug or 2 planet. Each year, more people are injys, or die from alcohol-related accider - iflnesses than any other drug.
Drinking...
...makes skin brte and dry, causing crackin Jlemishes, and , moun ...harms eve $\quad$ organ in the entire digestila system. It can cause scarrinๆ of the liver and eventuallead to liver disease. Alcol can cause your brain cheristry to change, causirmemory loss and suddernood swings. calories. Alcoholic beverages are very high in calories and can cause ${ }^{-}$aight gain and increase the risk of diabe ${ }^{\circ}$ s, even if taken in moderation!


Learn more at: https://www.niaaa.mp//1/yublications/ Tobacco
Tobacco is a leafy plant which contains nicotine, an addictive stimulant. In one study of 20 often-used drugs, nicotine ranked third most addictive, just behind heroin and cocaine.

## Tobacco...

...stinks. Smoking smells awful and pollutes the air. Chewing tobacco can stain the teeth and cause bad breath and gum recession.
...has tons of harmful chemicals. If you smoke, you are coating your lungs with tar, hydrogen cyanide (rat poison), benzene (a gasoline additive), and formaldehyde (a chemical used to preserve dead bodies), just to name a few. That can't be good for anyone.
brochures-and-fact-sheets/alcohol-facts-and-st (o) and lack of stight has to be bad for your

into the tobacco tat

## Illegal Orugs.

...are dangerous to you and those around you. Illegal drull an cause drastic changes in a user bility to live Dateboo kros eutumionhens. Hilthing 45 family and friends, ar ofrom the . (9) ...can cause ireversible
damage to tor mind and body. For er alle, cocaine can bring on strokes and seizures, eve tr young people. Twenty-three pe nt of people who try heroin will becorke addicted. Our bodies are fragile. Dr Sisk your future. This is not a game.
...can land yc 1 ithe slammer! The food bคa! On all seriousness, a criminal record EMUER - M W G stay with you forever. Don't let illegal drugs take future opportunities away from you. It's never worth it!
Learn more at: https://www.samhsa.gov/ find-help/atod

## 6定

...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

## 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 fatg $0^{\circ}$ (0) salt (sodium), and added sugars.
Daily recommendations vary depending (o) we, weight, calorie intake, and exercise patterns. The United S 5 N Department of Agriculture (USDA) has developed a website CoseMyPlate.gov, to help you figure out the foods and portir> hat are right for you.


## 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 About 60 minutes a
prevent weight gain.

For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.

- Children and teenagers should be physically active for 60 minutes every day, on most days.


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

Make most of your fat sources from fish, nuts, and vegetable oils.

Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.

- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



## HEALTHY LIVING hotlines \& helplines

GENERAL CRISIS

| 7 Cups of Tea <br> Boys Town Hotline (24 hrs.) <br> Crisis Call Center (National Suicide Prevention Lifeline) (24 hrs.) National Hopeline Network (Im Alive, Suicide Prevention) Lifeline Crisis Chat (National Suicide Prevention Lifeline) (24 hrs.) National Center for Missing and Exploited Children Teen Line <br> Youth America Hotline Your Life Co | Online listeners 800-448-3000 800-273-8255 <br> Online chat Online chat <br> 800-843-5678 | www.7cups.com www.boystown.org www.crisiscallcenter.org www.imalive.org suicidepreventionlifeline.org www.missingkids.com www.teenlineonline.org |
| :---: | :---: | :---: |
| ALCOHOL/SUBSTANCE ABUSE <br> Al-Anon/Alateen (For Fan © and Friends of Problem Drinkers) <br> Alcoholics Anonymous <br> American Council on 4 lcoholism <br> Narcotics Anonym <br> National Instity ©I Alcohol Abuse and Alcoholism | 888-4AL-ANON <br> 212-870-3400 <br> 800-527-5344 <br> 818-773-9999 <br> niaaaweb-r@exchange.nih.gov | www.recogerymonth.gov <br> www.na.o.0 <br> www.niaaa 1 h $h$.gov |
|  | book 8ค- CDC -INFO 80g CDC-INFO 800-4-A-CHITE 800-999-6673 800-994-9662 800-222-1222 800-656-HOPE 800-CDC-INFO |  |
| MENTAL HEALTLT M <br> Mental Health America <br> National Alliance on Mental Illness Information Helpline <br> National Mental Health Consumers' Self-Help Clearinghouse <br> National Eating Disorders Association Helpline <br> SAFE Alternatives (Self Abuse Finally Ends) | NITd 40 <br> 800-950-NAMI <br> selfhelpclearinghouse@gmail.com <br> 800-931-2237 <br> 800-DONT-CUT | www.dbsalliance.org www.mentalhealthamerica.net www.nami.org www.mhselfhelp.org www.nationaleatingdisorders.org www.selfinjury.com |
| SEXUAL ORIENTATION/GENDER IDENTITY |  |  |
| Lesbian, Gay, Bisexual and Transgender National Youth Hotline <br> LYRIC (Center for LGBTQQ Youth) <br> The Trevor Project Lifeline (LGBTQ Ages 13-24) (24 hrs.) | $\begin{aligned} & 800-246-7743 \\ & 415-703-6150 \\ & 866-488-7386 \end{aligned}$ | www.glbthotline.org/talkline www.lyric.org www.thetrevorproject.org |

## HEALTHY LIVING breakfast — who needs it?

## wellness

## Who Needs It?. Do Not <br> \section*{BREARFAST}

 Who Ieeds $1 t$What does it take to get you movir morning, besides a clock that $\mathbb{N}$ ing toward the tardy bell? If you have to cke between more sleep and eating breakfast, do sis snooze?

That's when you lose, nutritionists say. Believe it or not, breakfast is that will kick you into high gear after your lontleep. And the best breakfast includes a varieryof foods - bread or cereal, protein, fruit, and milk ey
 DO
the
ore sle

## Quick Take

Breakfast on the gris often the order of the day. Some easy-to-grab (0)ds as you head out the door:
C Fresh fruit
© Cereal/energy bar
C Cereal without milk for $1 /$ yhy snack
C Toast with peanut butter
MEIMEY - INIAD YO
c Hardboiled egg (cook a few once a week)
breakfast."

- John Gunther
"Eat breakfast like a king, lunch like a prince, and dinner like a pauper."
- Adelle Davis


## HEALTHY LIVING breakfast — myths \& facts

## wellness

## BREARFAST

## Myths \& Facts, do not sus

Breakfast is the most misunderstor ord All kinds What's othle World's Menu? of negative rumors about it mon to skip what's actually the most imo 1 ant meal of the day. You've probably heard tre myths. Make sure you know the true facts!

MYTH: I'll loserueight if I don't eat breakfast.
FACT: An em $\rightarrow_{-}^{-}$y stomach soon growls to be
 up for an ems feeling that would curbed by a muy bites.
MYTH: Mf 5 mach can't handle food in the morning.

FACT: Yoursdy may not be interested in spicy, heavy foOs, but it can bandle - and really wants - cereal, toast, an egg, andlor some fruit.

MYTH: Breakfast © make me hungry later.
FACT: You'll get hungry later in the day with or without breakfast. Eatind resn't make you
bungry. An empty stomach does. MEMLEI?
MYTH: Breakfast will put me to sleep in odas.
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.

From light fare to fulO. meals, here's a sampling of what's often served for bre s ast around the globe:

Algeria: French bread
Argentina: Ham and cheese tostados
Australia: Eggs, sausage, and topatoes
Bulgaria: Yogurt
ebooks


RussiA: Black bread, sausage
Scotland: Oatcakes, scones
SpAIN: Roll with butter and
TURREV: White cheese, Watoes, black olives, bread
Wales: Laverbre (irom seaweed) and cockles

## What's on Your Menu?

This morning I ate $\qquad$ .

Tomorrow, I'm going to eat

My favorite weekday breakfast is

My favorite weekend breakfast is

## HEALTHY LIVING posture — lighten your backpack

wellness

## posture

## Lighten Your •do Not sus

 BackpackHeavy backpacks, especialk they're worn on one shoulder, can throw off $\$$ posture and leave you aching.

While it's convenie to have everything with you and not have to htour locker, lugging all that weight around is faggh on your body. compartments,
Pack for the dav, carrying only what youneed. The total weight shtmindn't be more than 20 percent of your body weig And some wha treat doek prate e. in teens say no mre than 15 percent. Weigh 100 pounds? Pack lethan 15 or 20 pounds.
Put the heaviest it at the back and distribute your stuff in differe compartments. That distributes the weighr so one part of your body isn't too stressed. Adjust theraps, too, so you wear the pack close to your body
Carry your backpack over botil rulders or use a single strap that goes over your hea ard rests on the opposite side of the backpack. Usé 1 EIMEG O NNIXd too, to take
shoulders. items:

Too Murter eight on Your Back?
How long has it beeio. ce you unloaded your backpack and lightened $\mathrm{y} \odot r$ load?
Watch for these weighty (ane naybe unnecessary)


## Weigh In

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

## HEALTHY LIVING sleep - getting enough zzzs?

wellness

## Getting Enoughoo мот sush ZZZs? <br> Training iteskeep

Sleeping through first and 1 periods means you only need six hours mors night, right? If only.

When you doze off incelass, you're missing the value of continuouseep. Because your body goes through different Eles while you sleep, and these each take a certai $\cdot$ ctmount of time, you need a single stretch of ane to ge be fal
doctors say.

## Late Nightrenatural for Teens

For teens, there added challenge anherip tecames. to a good nightreep. It's called the circadian factor.

During your teentsars, your circadian rhythm, an internal clock, is rat. Its ticking keeps you awake later in the evening 0 it did when you were a young child, and tharprompts you to want to sleep later in the day. The conge for teens is that alarms ring earlier than your body naturally wants to get up for those early more classes.

## SLEEP

That makes creating -bit of getting to bed 8.5 to 9 hours before you nee otd get up all the more important. Think of it as ning, much like you would for sports.
Wind down earlier, eat only a ligit snack in the evening, and make sure your roapis dark and cool. If you have trouble getting to slecf 11 ead a while. Surely one of your textbooks will you nod off! and get makes the ond to. And

## Too Little Steei Takes

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


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


## HEALTHY LIVING sleep - true or false?

wellness

## SLEEP

## True or False?


True, you may be a night pe 소 and in fact, most teens are. But you can est $\mathbf{N}$ a regular time to hit the pillow and deve 3 sleep routine that fits your early-morning school schedule. A tip for feeling tired when it's time to wind down: avoid caffeine - an ingrecent in many colas, teas, coffee, and chocolate. $\mathrm{It}_{6}$ keep you wide-eyed long I catch up on nos sleep on the weekend.
Youny make up for lost sleep. It's far better to thy to get a full night's slee very night. For teens, that's 8.5 or 9 hours. -0 much more or less coilild Be $\bullet \bullet$. detrimental.

## As long as I get SDours sleep, I'm good.

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

## If I sleep as much adults saj2 bould, I'll sleep my life away.

Well, you'll only sleep a third of it awd 1 EIAER straight br Ofourse, that's a fictitious tale. functioning humans do. And if you don'tsperfur 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


## HEALTHY LIVING stress - life spinning out of control?

wellness

## Life Spinning Out of Consod?

## sTRESS

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

## Jugging th School  teens have signTrant stress. There are oy ar demands on your time, your brain, and your life.

 Keeping all tho balls in the air and achieving all you're after tak
## Stop, Breath

First, you've got to @ognize when you're feeling on edge, overloaded, or s assed out. Then you've got to have some immedia oping strategies - a quick break, some deep breaths, healthy snack, and a few minutes to compose yourefs
For the long haul, you need ways (Oerylarly reduce
 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.
"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


## HEALTHY LIVING stress — signs of stress

wellness

## Signs of

- Always rushing

■ Forgetting thing
■ Grinding your teeth at night

- Feeling like yate being picked on
- Getting a sonteck or shoulder
Losing stuff

Cheeling saf anxious
Chill Take deep
C Step away fin the situation
C Go for a walk
C Take a break
C Get good rest
© Eat healthy foods
C Get some exercise
C Find someone to listen
$\checkmark$ Give yourself positive messages
C Set priorities
Datebooks


MEIUEY - HTId devou De-stress?
When you're as taut as a rubber band, what's going to help you relax?

## HEALTHY LIVING water, water everywhere: why it's good to drink

## wellness

Water, Water
WATER


## to Drink:

With all the great -Vices in soda pop, juices, and flavored sports dregs, why would you choose water to quench your mist?


Unombenalf fin School The sugar. The expense. The aftertaste Be et ( maybe you'd like to give your body a heathy boost, a dose of what needs to function well, a measure of what you ne to feel well.

Like an apple a healthy water consumption is a great way to keep $\quad$ de doctor away.
Next time you're trot, head for the water
fountain. Better yet, frt wait until you're thirsty. That means you're are © dehydrated. Drink water frequently throughout the day, and especially after strenuous physical activity.


C Freeze a glass or mug and $\mathcal{N}$ it with cold water for a cool treat


C Drink water even if you aren

one liter. or ${ }^{\Omega}$ suggest 10 glasses a day. Many say it depend $s^{\circledR}$ on how actin you are, how hot it is, what the climate is like there you live, and how much you sweat. You don't want to slosh arou turn to water frequently. Keep youcelf hydrated.
"Water is the only drink for a wise man."

- Henry David Thoreau
"If there is magic on this planet, it is contained in water."
- Loren Eiseley


## HEALTHY LIVING water - your body's full of water

wellness

## Your Body's Full of waste.

For the human body, water Sital. About twothirds of your body weir comes from water. For adults weighing 150 pounds, their bodies are vessels that carry between 40 and 50 quarts of water.
Where is all that $t z e r$ ?
$\square$ Your blood 892 perch water
$\square$ Your masc es are 75 percent 75 percent water
$\square$ Your bairns


## Water's Be efts

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


C Carries waste from your 16
C Boosts your energy
C Helps your skin
$\checkmark$ Reduces the risk of certain cancers
© Gives you a feeling of fullness, which may help you avoid overeating

Another important benefit: Water is free!

## WATER

## - DO NOT SUE <br> Too Lititerrater Spells Trouble

If you're not drinking bough water, you could be raining on your own para. Without sufficient water, you might experience

- Dizziness or lightheadedre
- Impaired short-term memory
- Sleepiness during the day
- Trouble doing math
Between classes
$\square$ At lunch
$\square$ After PE

$\square$ After sports activity
$\square$ At supper
$\square$ Later in the evening
"Water is the best of all things."
- Pindar


## HEALTHY LIVING internet safety tips

## ONLINE SAFETY

## BE SMART! BE RESPECTFUL! BE SECURE!

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

## Be Smart!

Everything you post online stays onl(1) Jrever! It can be copied, saved, and distrnkatestby anyone. Think, before you post images or words you migh 1 yret!

## Be Respectfuc

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

Remember to
tre others online as you would want to be treated. Don't say or do anythi's that you wouldn't say or do to someone face-to-face. Be kind, courte ${ }^{\text {ns }}$ s, and res ctful 0 s. Werbyirg is serious and a crime

Be Secure!
The online w financial infor keep your info ation safe online:

- If it isn't requi $\mathcal{B}$, don't fill it in.
$\mathbf{x}$ Keep your pas Jrds and login information to email, social networking site Ond other accounts secret from even your best friend. Chans your password(s) periodically.
$\mathbf{x}$ Pick a password tha as numbers and letters, varied capitalization, and mo chan seven characters.
$\mathbf{x}$ Make sure your connection is secure before logging in.
$\mathbf{x}$ Check the URL (www. Addres $/$ fthe website you are logging into. Don't trust the 1 Larance of the site itself.
$\mathbf{x}$ If you get an email about someth. important, research the email and make sre $\boldsymbol{\text { isn't }}$ a scam. Don't use the email's links or download informationthE/PMEmail. NTIG EO
$\times$ Use up-to-date Antivirus software, and do regular Sansfo-inds.


## HAVE YOU OR SOMEONE YOU KNOW ...

... ever had money stolen from them online? Discuss
... ever posted something or had something posted they would rather not have online? Discuss
... ever accidentally or purposefully sent an email or text to someone and hurt their feelings? Discuss
Why is it important to be smart, safe, and respectful online? Answer on a separate piece of paper.

## HEALTHY LIVING internet safety pledge


signed $\qquad$
signed $\qquad$

## HEALTHY LIVING internet safety pledge


signed $\qquad$
signed $\qquad$

## HEALTHY LIVING real world safety pledge



## HEALTHY LIVING internet safety pledge



## HEALTHY LIVING Netsmartz for tweens



## HEALTHY LIVING Netsmartz for teens



## HEALTHY LIVING social media safety for teens



## HEALTHY LIVING tips to prevent sexting for teens

tips to prevent Iteesimare ${ }^{\circ}$ Morkshop

## School




## HEALTHY LIVING evaluating internet soures

## 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.


## HEALTHY LIVING kidsmartz: rules for calling 911

## CALLING 911

If there is an emergency and you need help, you may need to call 911 . An emergency means you need help right now! If the situation can wait and you can get help from a trusted adult later, then it is not an emergency. Pay attentien 0


PRACTICE DIALING 911!

## HEALTHY LIVING kidsmartz: the common tricks

## THE COMMON TRICKS

 door to your house when your parents or guardians are not home. The person may look like a delivery person or be wearing a uniform.
something wrong and must go with him or her. This person may have a fake badge or be dressed in uniform. This person may say your parents or guardians do not want
you anymore.

## HEALTHY LIVING Kidsmartz: how to say "no"

## HOW TO SAY "NO"



KidSmartz.org

## HEALTHY LIVING Abuse \＆Healthy Relationships／Prevention Education Overview

## YロUR BロDY 日EடロNGS Tロ Yロப

Do you know an important part of safety is protecting your body？Just like you wear a helmet to ride a bike， there are important safety rules to remember when it comes to keeping your body safe．

## What is a safe grown－up？

－A safe grown－up treats you with love，respect，and kindness．
－A safe grown－up will never try to touch you（a）Me Jr ©pcomfortable way，especially in an area that your bathing suit coves 1 p ．
－A safe grown－up will never for（3）Juto look at pictures that make ye reol uncomfortable．
－A safe grown－up will nevs Ill you to keep a secret from your parents or er 0 d caregiver．

## Da you knayksuha your safe grovvn－பps aree

－Think of two safe adults you can talk to about anything．
－Think of one who lives in your home（parent，guardian，grandma，uncle，etc．）and one who lives out－re of your home（teacher，principal，coach，etc．）．
－If anyone mazs you feel unsafe or uncomfortable，be sure to tell a safe grown－up right away
－Know the
：＂Sow friool anese ounmana Date

## Secretstrs．Surprises

Secrets can mal us feel nervous，worrie̊d，or sad．${ }^{\bullet \bullet}$ • Secrets are som ${ }^{\prime \prime}$ ding we may be scared to tell others．

Surprises make us Peel good，happy，and excited． Surprises are mean be shared with others， like a special birthda，resent！
If an adult asks you to $\mathrm{O}_{\text {n }}$ a secret that makes you upset or afraid，tell your sáf grown－up right away． It is never too late to share a seret with a safe adult！


It is always brave to tell．Remember：Your body belongs to you！

## HEALTHY LIVING Abuse \& Healthy Relationships / Prevention Education Overview

## BDDY SAFETY AND ABUSE PREVENTIDN

As a teenager, you can be an advocate for yourself and others by learning how to spot potential abusive behaviors and body violations. If you or someone you know is being abused, tell a trusted adult. Remember, your body belongs to you, and you have the right to speak up if anyone crosses a body boundary.

## Important definitians of abuse:

- PHYSICAL ABUSE includes the intentional use of phrsical force that can result in bodily injury. Some examples are hitting, kidfing, DRhiN, OlupSU/Eina, and burning.
- EMOTIONAL ABUSE refers to 1 Liors that harm or demean S 6.15, , self-worth or emotional well-being. Examyle can include name-calling, shaming, love, and threatening
- NEGLECT is the fail/ 10 meet basic physical and emotional needs. These nee 0 include housing, food, clot- education, access to medical care, and having feelingsved ated and appropriately responded to.
Another category of huse that can cross physical and digital boundaries is sexual abuse. Secual Abuse involves pressurinc forcing someone into touching or being touched inappropriately. It can involve being exposed to sexureacts, images, and videos. An adult or older teen should never ask you to tar insexual photos or videos of your Dif .
- Keeping seurets, not wanting to bulore with certain aldeople, overly comptan behavi decrease .relf-confidence


If you or a friend cor be going through something like the abuse outlined above, it can be hard ter now what to do.
In cases of abuse, trebest thing to do is tell a trusted adult what you've been told or what y-y've seen.
A trusted adult can besmeone inside or outside of your home like a teacher, counseior, coch, parent, grandparent, aunt/uncle or a friend's parent.

If you think you have experie?ced abuse, you should tell a trusted adult. You can are Ueach out to any of the experts below to get advice orin fy to handle a specific situation:

CHILDHELP HOTLINE: 1-800-422-44541

- Call or text this number to disclose and $\operatorname{E} E$ \&ibose NIId.

CYBER TIPLINE: www.cybertipline.org

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

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.



## SUCCESS SKILLS

## TIPS FOR IMPROVING YOUR MEMORY

\{1\} Keep notes, lists, and journals to jog your memory.
\{2\} Decide what is most important to remember by looking for main ideas.
\{3\} Classify information into categories. Some categories may be:
a. Time - summer, sun, swimming, hot
b. Place - shopping center, stores, restaurants
c. Similarities - shoes, sandals, boots
d. Differences - mountain, lake
e. Wholes to parts - bedroom $\$$, pillow
f. Scientific groups - Floy carnation, rose

\{4\} Look for patterns. Try also could make a sentence out of the first letters of the words you need to remember.
\{5\} Associate new thins you learn with what you already know.
\{6\} Use rhythm or $m \leq$ up a rhyme.
\{7\} Visualize the infernation in your mind.
a. See the picturd dlearly an civi
b. Exaggerate
c. See it in thre dimensions,
d. Put yourself into the picture.
e. Imagine arntion taking place.
\{8\} Link the inform together to give it meaning.
\{9\} Use the inform whenever you can. Repetition is the key to memory.

## TIPS FOR TAKíg STANDARDIZED TESTS

\{1\} Concentrate. Do not talk (istract others.
\{2\} Listen carefully to the directions. Arduestions if they are not clear.
\{3\} Pace yourself. Keep your eye on the but do not worry too much about not finishirs
\{4\} Work through all of the questions in order. If KN not think you know an ans $O$ problem, skip it and come back to it when you have finished the teJMEI O MMIC
\{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:

$\rightarrow$ Approach the classroom ready to learn; leave personal problamryode the classroom. Try to avoid distractions.
$\rightarrow$ Even ifyou do not sit close to the teacher (o) your attention directly on them.
$\rightarrow$ Pay attention to the teacher's stgles how the lecture is organized.
$\rightarrow$ Participate; ask for clarificas $\boldsymbol{*}$ When you do not understand.

- Take notes.
- Listen for key words, pames, events, and dates.
$\rightarrow$ Don't make hasty jusurents; separate fact from opinion.
$\rightarrow$ Connect what you $z^{\prime \prime}$ with what you already know.

$\rightarrow$ It is your responsibilisy to find out what you have missed when you are absent. Take the initiative to ask a classmate or (9)her what you need to make up. You also need to know when it must be turned in. If you , absent for several days, make arrangements to receive assignments while yo are out.
$\rightarrow$ Have a place to study that $\$$ ks for you - one that is free from distractions. Be honest with yours 0 about using the TV or listeniog to music during study time. Make sure you have everything . need before you begin to work.
$\rightarrow$ Develop a schedule that you can follou (3) rested when you study. It is okay to study in st drocks of time. Marathon study sessions may be 14 Efating.
 then do the daily assignment, etc.
$\rightarrow$ Study for 30-40 minutes at a time, then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.


## SUCCESS SKILLS successtul notetaking

## SUCCESSFUL NOTETAKING

$\rightarrow$ 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.
$\rightarrow$ 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 DOMNOH leaf binder that has a section for each darw our teacher may have certain requirements.
$\rightarrow$ Date each day's notes, and ker Xem in chronological order. Some teachers provide outlines that tell yo Sy a series of lectures will be organized; other teachers will deliver thei $\quad$ cetures and expect you to write the information in your notes. Most teachers w emphasize important points by stressing them or repeating them a few times. Make note in the margin or highlight any information the teacher specifically identifys as important.
$\rightarrow$ Write notes in be able to undend your notes when you review them.

$\rightarrow$ Write notes ${ }^{\circ}$ questions of to highlight the really important points in the discysion.
$\rightarrow$ Listen for key teachers say. outline these
$\rightarrow$ Soon after class arile the information is still fresh in your mind, create question diectly related your notes in theft column of the paper. Place these questions across from the information to whi pertains. Highligo underline any key points, terms, events or people. Quiz yourself by covering es and try to answer the questions you developed without referring to your not If you need to refresh memory, simply uncover the note section to find the answers to your stions. Short, quick reviews whelp you remember and understand the information as well as preparr tests.
$\rightarrow$ Review your notes daily. ©nis reinforces the information and helps you make sure that you Clerstand the material.
$\rightarrow$ Make sure your notes summanz int duplicate, the material.
$\rightarrow$ Devise your own use of shorthand
$\rightarrow$ Vary the size of titles and headings.
MEILEY • HNIAC
$\rightarrow$ Use a creative approach, not the standard outline form.
$\rightarrow$ Keep class lecture notes and study notes together.


## $\because$ <br> 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.


## SUCCESS SKILLS about cheating

## WINNERS NEVER CHEAT. CHEATERS NEVER WIN.

## SOME PEOPLE BYT:CDANOT SUSMREASONS WHY THEY CHEATNTHE TEACHER DIDN'T GIVEOS ENOUGH

 TIME," "K COMPUTER CRASHED AND I ©ST MY PAPER,""T WNAS ONLY A LITTLE HOMEWORK," "IT AASN'T Like fins Stestoran WHETHER THE CVANT TO ADMIT IT OR NOT.

MEMEX - INItd
HAVE TO TRY TO KEEP TRACK OF THEIR LIES,
WHICH IS IMPOSSIBLE AND A WASTE OF PRECIOUS TIME AND ENERGY.

ARE USUALLY CAUGHT. WEB-BASED ANTI-PLAGIARISM SERVICES AND CHEAT-PROOF SOFTWARE MAKE IT EASY FOR TEACHERS TO ROOT OUT CHEATERS. YOU CAN'T CHEAT FOR LONG WITHOUT SOMEONE EVENTUALLY UNMASKING YOU.

## SUCCESS SKILLS plan to get ahead

## PLARTM TO GET RHERD!

## People don't succeed baratse they're lucky. They succeed 1 wause they sejerjls and work toward thre goals.

They 8 on for success, and they follow the; four strategies to succeed:
 to yor part-time job.


Start with your more important task on move down the list. Stay on task - don't let yourself © Sidetracked. Stick to those tasks that must becureted and have the most impact on yous

MEE - INITA

## Setting Goals

Just wishing to get better grades or to excel in sports accomplishes nothing. You need an action plan with clear, attainable goals. Goalsetting 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

## 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.
$\rightarrow$ Remember that you are responsible for knowing about and completing your assignments and special projects.
$\rightarrow$ Use your datebook to write down your homewor ${ }^{2}$ (1) ${ }^{4}$ Sjuities, community activities, and home responsibilities.
$\rightarrow$ Make sure you have all the materi (o) nueed when you go to class and wheny homework.
\{2\} Time Management - Man 1 time wisely will help ensure that you have the opportunity to do both the things youred to do and the things you want to do.
$\rightarrow$ Plan a definite fime to do your homework.
$\rightarrow$ Plan time for ey racurricular and social activities, as well as home responsibilities.
$\rightarrow$ Commit your $\leqslant$ to your time plan, but be flexible. For example, if something happens that makes it impossibl you to do homework during the regularly scheduled time, plan an \{3\} Set Priorities fif you have lo do, tis ir mot priorities.

$\rightarrow$ When dcing homework, start with the subject in which you nead be most improvement.
$\rightarrow$ Check off ished tasks.
$\rightarrow$ If you freqnally find that you cannot finish all the tasks on your priority list. may
\{4\} Set Goals - Jusdpshing to get better grades or to excel in soccer accomplishes nothing. You need a plan of action tearhieve your goals. Setting goals will result in better grades and higher self-esteem. Best of all, setting will make you feel in control of your life. Some hints for setting goals:
$\rightarrow$ Be specific. List spific goals for each academic subject. Also list goals for other school and home activities
$\rightarrow$ Set time limits. Your 5 als can be both short-term (within a month or on the next quiz 1 and long-term (within the semester or within the school year).
$\rightarrow$ Set realistic goals. For example inath has always been difficult for you, don't ai in Algebra at the beginning of the ear If you usually get a "C-" in math, 01 as want to begin by setting a short-term goal of "C*" U1E P Peaching that first shortteg Gal will give you the

$\rightarrow$ Draw up a step-by-step plan of action for reaching each goal; then go for it!
$\rightarrow$ 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.
$\rightarrow$ 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.
$\rightarrow$ Reward yourself when you reach a goal.



## SUCCESS SKILLS basic résumé writing

 BASIC RÉSUMÉ WRITING

## SUCCESS SKILLS basic résumé writing

## SAMPLE RÉSUMÉ



## SUCCESS SKILLS preparing for college

## PREPARING FOR COLLEGE

## The College Application Process

\{1\} The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
\{2\} Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do not let a class slip because it does not interest you. Colleges look for a consistent performance ip all subjects.

\{5\} Visit as many campuses as poss 3 , and talk to students, staff, and the office of admission 0 ile at the college.
\{6\} Send applications to prosps colleges beginning in early fall of your senior year. You can obr applications and information in th
ance 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 yeeks for your counselor to process your applications.
\{9\} Many schools wil - spond to your application within four to six weeks.
Steps for Juniors
 language, soci fudies, sciefre, andmathemantes. Ins recomme ded that students inke as many mathema courses as pos
\{2\} Colleges are
\{3\} Find out when notential universities are visiting your school or when your school 15 soind to potential
\{4\} It is best to vi
\{5\} Take a course tiprepares 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 A in the spring of your junior year. If you feel the score does not reflect your abiliteretake the exam during you, enior year.
\{8\} Start applying for any (0)larships for which you are qualified.
\{9\} If you know your intenderield of study in college, schedule your senior year with an emphasi that area \{10\}Plan to visit as many colleges dy the summer as possible.

## Steps for Seniors

\{1\} Attend as many college fairs as possible
$\{2\}$ Visit as many institutions and universities as possible. Asest. (Not spring break, Christmas, or any major holiday.)
\{3\} When visiting colleges, meet with the admissions office and financial aid office, and with professors in your intended field of study.
\{4\} Talk to older friends and students about that particular college or university.
\{5\} Ensure that your SAT or ACT scores meet the requirements of the colleges and universities that interest you. If necessary, retake the entrance exams.
\{6\} Make a list of admission deadlines at the colleges you are interested in attending.
\{7\} Submit completed college applications to your guidance counselor, and be sure to include any application fees.
\{8\} File a financial aid form.
\{9\} Inquire about any available scholarships, and be sure to meet the appropriate requirements and deadlines.
$\{10\}$ Keep a file of any correspondence from potential colleges for future reference.

SUCCESS SKILLS manual alphabet

AMERICAN SIGN LANGUAGE


## SUCCESS SKILLS leadership - tap your leadership experience

## LESSONS IN EID E R 5 넬

## 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 "yanolNOTasin?
- Helped friends agree $\boldsymbol{\wedge}$ a movie:
- Got everyone to agree on a pizza topping:
- Got a studṇ̂eam to decide on a project:
- Dexided ic mance aer fin Datebooks
 consensus-buiping skills?

- I'd like the world to build consensus on:
$\qquad$
$\qquad$
- 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


## SUCCESS SKILLS leadership — diversity

## LESSONS IN $\square$ ETA

## Diversity

## Involve All People

Look around the world. ThRi $5^{\circ}$. Your NOTmunish gur school. You'll see people of many backgryulds, cultures, ethnicities, and shilities.
Now take a look at 1 Ur friends, teams, and organizations:
Do they represenc ine world at large? Or are the people in your group all the same gender, ethnicity, or socioeconomi <lass?


## SUCCESS SKILLS leadership - make a commitment



## Make a Commitment

Leaders have a particular responsibility to bring diversity to a group and to see that it's nurtured and valued. It's not only the right thing to do, your group will be better for it.

## Some ways you can brinthew, diverse peopispy your group:

- Hold a callout; in yov virnouncements, say you're seeking dive omembership
- Personally invite iniduals whose ethnicities may be underrepresener in your group
- Create an adyisery group of diverse adults in your community and ask themetur suggestions.
- Make sure ePeryone is heard and their opinions valued at yourgents
- Consider speakergor workshops that will help your group value ersity

> "YOU DON'T GET HARMONY WHEN EVERYONE SINGS THE SAME NOTE."
> - Doug Floyd

[^1]- 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


## SUCCESS SKILLS leadership - empower, inspire

## LESSONS IN

Lead Rather Than Dictate
"Do this." "Do that." Who needs it? Not those you're trying to lead!
DO:NOTESH bossiness.
It's guiding, empty ning in
It's guiding, emply ing, inspiring, and motivating others. It's valuing what they have say and what they do and providing opportunice for them, too, to become leaders.
And leadership is about keeping eeryone excited about your organization and commed to your


- Don't hard someone a bunch or envelope $\Rightarrow$ o stuff. Instead, ask for help ping what points to cover i meeting with the principal, members to with you.
- Don't tell the eto bring refreshments. road, ask them to contact the mor for that special proclamatio you're after.
- Don't tell someone to ser(o) the podium. Instead, invite that $4 \leq 1$ : A pizza parrozelebrate a milestone keeps member to say a few words abouthEy ovinltduming back
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.
"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

## Follow Through

## Swing Through for Success

Like an athlete swinging a golf cuboenosisyat or baseball bat, good follow through is a skill every legry hould master.

## - TRACK THE DETAIK

Follow through mer touching base throughout the project, doing whe you say you will do, making sure tbat what was supposed to happen did, and checking in $\boldsymbol{C}$ every detail. And when a prosty is complete, good follow through includes wrapping it 10 with one final checklist and $k \neq$-you to everyone involved.
Instead of tharinythicu"Som day Isle," leaplers who follow through make it


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


## SUCCESS SKILLS leadership - organization

 Coons win men ERE sHIP
## Organization

## Get Organized for Success

Ever sit in a meeting while the eabositrsygund trying to find something? Ever spent time waiting in + Char while the drive shy for the keys? Or waster the yourself looking for a notebook or packet 1 J saw somewhere just yesterday?

## - KEEP A CALENDAr

Organizations sk e can make life simpler - putting stuff where you can find itzickly, keeping a calendar, tracking your assignments
It's also key direction, d paper, wood late? Or wo others' time, Getting and things done.

- A PLACE FOR EVERYTHING Find a place for everything and jut it there when you're not using it. Write don assignments, tasks, meetings, and fun activity fain yourself to think about the day $2 n e e k$ ahead and to gather what you'll need or ayance.
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.

$$
\begin{aligned}
& \text { "ORGANIZING IS WHAT YOU DO BEFORE YOU } \\
& \text { DO SOMETHING; SO THAT WHEN YOU DO IT, } \\
& \text { IT IS NOT ALL MIXED UP." } \\
& \text { - A.A. Milne }
\end{aligned}
$$

## SUCCESS SKILLS leadership - leadership qualities

## LESSONS IN <br> Thend 

## 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, iust like DOyNOTEISE
True, there's a boatloas oskitls that go into spelliny Nadership."


They . 人ैude: нumiutr - 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.

## SUCCESS SKILLS leadership - how do you rate as a leader?



## How Do You Rate?

Becoming a good leader is a process.
 know the qualities you wantly work on.


- I'm a gooirrole model.

- My attitulte is positive and can-do.
- I engage ir
- I bring lotsf energy to the task.
- I'm responside in my actions and keep promises.
- I hold mysel Ohigh standards.
- I'm humble abó Ony accomplishments.
- You can count on mo integrity.
- I'm enthusiastic about I/rojects I commit to.

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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 TBID ERS

## A Good Leader Shares Credit

## Who 'Dun It'?

Everyone loves a mystery, but hot DONOTVStes one person getting all the credit for a whole team's oTM. Good leaderskliu hyis and make sharing and giving credit a top priorty

TELL ALL Sometimes it 人 help you achieve ane-ness and goals. But that face can't claim all the crid. And your acknowledgement onust be sincere. So tell all - who did what and what thíneant to your success.
GO PUBLIC What the best way to share the credit?

- Say "we"
in qead of $\bigcirc \bigcirc \bigcirc \bigcirc$

- Publicly

Sharing the here's how it ${ }^{\frac{1}{s}}$ vital to our success.
Save any myster for a good book or movie.

## - Peorke K Know Share the CTELAEY • INIUd

- 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?



## SUCCESS SKILLS leadership - teamwork

## Uusows min

## Teamwork

## Collaborate to Win

Is your club stuck in a rut, doing the sabohNOT resying feeling a little bored and tired 1 Whe new energy and nishy by teaming up with anothergoup for an action, event, or soctal A service project.
It might be interestix 20 meet with another school's club like your own, to involve midüle school students, or even adults. New ideas, information, andopportunities can emerge.
If you're worki $\mathbf{K}$ on a project, like cleaning up a community park or raising, inds for a basketball goaft the park, twa groups can get the work done quicker and easir- and both will get lots ondudos and Good leader of derstand the val
them. Nurtura them.
 Washirg (®.C. are cosponsored by more than 100 groups! Tho know every group will bring a contingery and all that much more support for - cause. In your class, school, comzunity, and beyond, think about Aning through teamwork and pate ships. It makes for good leadership :Md achieving goals. good leaders, because
too focused on power, contr is attention. Leaders who are focusta $=1$ on group goals know it takes everyone to reach them, sometimes even partnerships outside the group.

## SUCCESS SKILLS leadership - finding places to lead

## LESSONS IN <br> MEATDRES 

## 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 DONOT SUE

- clubs Are you in a governont or civics club? Ask the localResublican and Democratic
 interesting speaker , 1 d help you connect with people in the comberity who are interested in wherou're doing.
- school teams Rrganizing a school spirit day? A - fff-season teams to join you wira short exhibition or even a comery act. Te polver
involve, themore fud
it will be.
charitable inojects Need to raise funds for invite oth to share the wider groupldf prospects, too

If your group's poject funds summer camps for kids an the other group wants to raise mone family literacy, you've got a great tie and commonality. And donors will likely aprofiate your ingenuity.
Any group that shares a similar interll 5 ? 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


## CHARACTER defining character

c


## "What lies beRind us and what lies beforc us <br> are small matters compared ta what lies within us." ~ RALPH WALDO EmERSON

$\square$ 0
As you wind your wayreigh this world, you inevita : 1 y 7 e to a fork in the road: You can eitle noted for your character - or be known $\rightarrow$ character, to paraphrase *igh school principal's advice to his graduating clase;
Your chaner determines whether your friends, classmates, and family 110 bers see
$\square$ you as $\quad$ Teader, respect you as a role model, and ultimately, feel their intera ns with gou help them become better people.


## School

 define your character. Often, these become acts of courage, such as takin
a stand against injustice, prejudice, cruelty, and other inhumane behaviors
$\square$ 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 possis - they're accompanied by responsibility.
$\square$ sidelines. Contribute your "fair share" - participate fully as a concerned student, volunteer, and voter. and caring; you truly begin to see the world from someone else's perspective.


RE $\subseteq$ PECT 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



Every chaice yau make helps define the find of persan you ahe chaosing ta 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
$\square$ C $\square$
$\square$


## CHARACTER volunteering



## CHARACTER anti-bullying



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

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

To reduce your chances of physical harm:

Walk qway. 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.

## 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.
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

## 

Do email or text message? Been hyscatly intimidated? Then you've most likely $h$ the target of a bully. You're not alone; 3.2 nd students are bullied at school every year.

Bullying hurts everyone involved. Even the bullies bullies tend to have a difficc come

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


## STOP RULIYING

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.


## रUILIYING VOCARUILARY

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

## CHARACTER i'm being bullied

## STOP RULIYING

TAKE A STAND!
Bullies often target those who they believe are not going to DON ${ }^{9}+\operatorname{STAND} B y$ stand up for themselves. Be assertive and confide DOoINOT yovUs are bullied.
If you are confrontes bya bully ...

## Don't:

X Engage the bully wit = Mniar behavior. If they taunt you, don't taunt back. If they shove you, don't shove back. It's exactly what they want.
$\mathbf{x}$ Show you're ussec. Try to control your emotions and keep cool.
X Keep it a secen.
Do:

+ Proudly wan away and ignore the bullv Don't show you

+ Ask your fíds for help and to åcoompany you in places the Bry might confront you.
+ Ask an adulichu can trust for help. Even if you think you have solved trie problem, let an adult know. The bully may move on someone else.
 contribute to bullying. But, it can sometimes be difficult. Can you think of a time when it might mam


REFLECT:
Describe a time you or ©ther person were bullied:


Given what you've learned, what woul

## BULIYING V CARUARY

Judgment: Bullies will sometimes judge another on their appearance or dress
Silence: Not speaking out; what allows bullying to continue.
Tormenting: Intentionally causing excessive pain or worrying.
Name-Calling: Verbal bullying that involves "put-downs," insults, racial slurs, and other unpleasant names.

Malicious: Intentionally being vicious, causing suffering and harm to others, e.g., "That was a malicious thing to say."
Worry: The emotion we feel when we think we might be bullied again.
Bystander: A classmate or adult who witnesses bullying taking place.

## REMEMBER:

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

## CHARACTER bullying: crossword puzzle

## STOP BULLYINE

Use the Bullying vocab to complete the puzzle.


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 $\qquad$ 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.
8. To continuously annoy another person in order to get a reaction.
9. Dishonestly influencing or controlling other people to get an advantage
10. The act of harming another, who has no way to defend themselves, for ple
11. An individual who regularly intimidates others for personal gain.
12. Not speaking out; what allows bullying to continue.
13. Making fun of another person in an often clever but cruel way.

## CHARACTER traits of good character

 RISPDCTH
## Everyday Occurrences

## - Me First

 and "thank you," and how to address adults as "Mr. and Mrs. Smith."But showing respect isn't alwavs coenQuMFATSUE saying that you have to kinds of words and actionsothey respect when:

- Some of your classr Nies are teasing the new kid at school and giviss him a hard time?
- You disagree writh the grade you received on a book report
- You attend our younger sibling's school talent sho
- A friend radites yo C PO over for ©nner for the first tune?
- A class you don' know ver well calls Mu names in tht great to be you! cafeteria?
"If you want to be
respected by others the Answer these statercis to find out.


IIEIG aocelinllacople who are different than me.


## CHARACTER traits of good character

## You Can Count on Me

When you are responsible, others can rely on you to do your part - whrher DO NOT SUE participating in a class discern, watching your younger siblings aft sehool, or completing your papal Oute on time.

- Can you take care of yourself?
- Do you takesare of others?
- Do you do éte right thing without
being askg?


## If you ansu questions,

 are respontinile.
## Test? our Level of Reskorsibility

 When you make a míroye, do youa. Blame someone els
b. Admit your mistake anUKILEET • MNIUd

When you get up in the morning, do you
2. $\qquad$
a. Make your bed?
b. Leave your bed a mess and hope someone else makes it?

On group assignments, do you
3. $\qquad$
4. $\qquad$
5. $\qquad$
6. $\qquad$
7. $\qquad$

## CHARACTER traits of good character

## 1 1

## 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

## Looking for Inspiration

A person with integrity is honest, truthful, and considerate of others. People with no integrity will lie, caught if you look at them. You could DONOF SUS~呈at, and steal to take advantage test without studying, but yorjwuld be cheating. What do you do?

Think carefully; youreswer to this question indicates whether ol you have integrity. If you do the riglit thing and don't look at the test, you are crigh integrity.

If you look arthe answers so you can do well on the Ast, you gre l/ ing iog I

- What dofeyour answer say niout
your challister?
- What wornd you do if you walked in on anorer student who wås snooping the answers?
- Is it more iMportant to win the game or ace the tist? Or is it more important to play fairly not cheat?

If you have integrity you are:

Truthful
Honest
Virtuous
Conscientious
If you don't have integrity, you:

Lie
Cheat
Steal
Take advantage


Pass blame

## CHARACTER traits of good character

## COURAGB corageis.

## Where Do I Stand?

- Standing up for the things you think are right.

Would I stand up for a friend in front of a group of people?
Would I help a friend who's being bullied?
Would I tell my te esler if I saw someone cheating? Would I tell soreone if I suspected a fond was experimention ${ }^{\text {tith }} \mathrm{Sc}$ hool
Would I joif new club, even if I dich't know any other club nembers?

## Can You Spot Courage: Eque Mrad

Fearlessness
Timidity

Character
Fear
Gallantry

$$
\text { Fortitude } \quad \text { Cowardice }
$$

Meekness
Bravery
Confidence

## CHARACTER traits of good character

## DITILRMINATION

Make a plan. Make it happen!
Whether it's raising your grade or making the team, you have to work hard and have

## Traits in Common

- How are determination and perseverence alike?
$\qquad$ determination to reach your goal.
My goal:
What I will do:



## CHARACTER traits of good character



## In My Life

What do I hope to be doing in 20



D $\quad$ R $\quad \mathrm{E} \quad \mathrm{A} \quad \mathrm{M} \quad \mathrm{S} \quad \mathrm{B} \quad \mathrm{P} \quad \mathrm{A} \quad \mathrm{V} \quad \mathrm{E} \quad \mathrm{M}$

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

Ambition
Desire
Plan
Aspiration
Aim

Goals
Dreams
Drive
Organize
Prepared
goal
b. Wait for something to happen
a. Plan for the future, then work according to that plan
b. Play it by ear, acting on every whim

- a. Set goals and make plans to reach them
b. Have ideas about things and hope they all work out


## CHARACTER traits of good character

## CITTANSHIP

## Citizenship $=$ Participation

Citizenship is having pride in your school, in your city, community, and country. But it's more than having pride. Citizenship is
also doing all you can to help kefcrai
school, city, community, and
something to be proud
Unscramble the word
can do to be a goocigure out things you


HUIYTATOR

- Raise money for $\qquad$ .
THICARY
- If I could change one thing about my country, I would:
- $\qquad$
- $\qquad$ for a community service.


## CHARACTER traits of good character



## Choosing to Care

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

## School

Datebooks

How ryou care for yourself?

## Could You Be rore Caring?

Match the verbs with the corlfis entences to figure out how you could be more LEFI oy LMIId

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

What does it feel like when someone is caring for you?
-
$\qquad$

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

- How else could I be more caring? $\qquad$ -


## CHARACTER traits of good character

ITRUSTWOMTMINliss

## Traits in Common

How are friendship and loyalty related to trust? $\qquad$

## The Truth About Trust

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

## CHARACTER traits of good character



## Are You Fair?

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

Do you follow the rules?
Do you listen to both gr story if your friends are arguing?

Are you careful krto judge people before you get to know
People who fair make it a point to ensure everyone herthe same chance to achieve. "It is nes fair to as of chers yoo ". Datebooks
at school

$\qquad$
at home $\qquad$
$\qquad$
in sports $\qquad$
$\qquad$
$\qquad$

## CHARACTER traits of good character

Hinsisty

## Honest or Dishonest?

Think about these situations and decide what you think is honesty or dishonesty: Turning in a paper from an interrit sode NOT SUF that you created by changiroume words, paragraph order Nid a couple of examples.
Telling your aunt-Su like the poster she gave you for yoar birthday even though you no longer fike the band.
Telling your carents you're an hour late because yorr friend gad carltrouble whel
the problercus neas Cald which onloook a few minutes. $\boldsymbol{1}$ (e Letting the umpire call you sare when you know

Assuring she just heal was really the cat when you have nolidea what it was.

Keeping the eor dollar you got in change rather ran telling the clerk about his mistake.

## Nagging Feelings

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

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

## Is honesty always best?

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


Training Scenario


- Sojourner Trutit


## CHARACTER traits of good character

都

## Plibsidvilancle

## Winners Despite Rejections

## - They Kept At It

Those who quit don't make history.
Those who stick to it, like these folks, If you're brainy enough to write a book - and persevere throuph - DOMNOTEStered: that long process - surely © can count on getting it 2 Wlished, can't you? Not neceanrily. It's after the writing is one that you need perseverance the most, many authors who'va faced rejection letters will ter- $\quad$ ou.

Dr. Seuss If Dr. Seuscaquit aftes isfirst or O Who Do You Know even his $1 \oplus$ rejection, you'd
never have",ead Green Eggs and
nat Ham or GCDog Go. His first book, To Think Tat I Saw It on Mullbermo. Street, warmejected more than two dozen Eies. He went on to write nearly YO children's books, many loved braduls, too.

If he hadn't persevered, you wouldn't have the ${ }^{\text {promise }}$ of his tale, Oh the Places You'll Go.

## So Did Emily Dickinson ///o

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

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


## CATHOLIC EDUCATION Advent a season of Hope



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

Joy is abundant fring Advent as we anticipate Christmas. To prepare, we focus on ready ${ }^{3}$ focus on readyice oursel cs for this wonderful gift.
 anticipate a nor beginning. A time for $00 \mathrm{c}^{2}$


## YOUR ADVONT TRADITIONS

 What advent traditio do your family follow? What might you add tixs year?Lighting an Advent wreat/oContemplating a special reading 4 ELUEE Aay diPIIdBringing hope to others through a helping handInviting relatives to join you for a meal during this seasonOthers:

## CATHOLIC EDUCATION Advent

## 䟚 <br> A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

## THE ADVENT WREATH

A symbol of the coming of the light, the A of the season.

## Evergreen for Eternm

~ Traditionally, three she candles are purple and one is rose. The candles áe placed in an evergreen circle, which represents eterpai life.
~ The ritual offorting the candles signals the coming of the light, the b
REPRESENTI
~ On the firm Sunday, a purple cade is. It represencexpectation?
~The next
~ On the thin Sunday, the rose candle, representing joy, © with the candles from the first two werss.
~ On the last SLay, the fourth candle, representing purs is lit, along with the other three.
"We light a candle today, a small aim light against a world that often seems forbio $1 / 1$ and dark. But we light it because we are opeple of hope." - Sacred Heart League
~ On Christmas Day, the surple and rose candles are replaced with 1 ite candles, signaling the new beginnis
your Personal preparation MAEIME! - INIId
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.
 learning opportunities for girls © Women.
St. Ambrose was an attorner kNown for his peace-making skills.
St. Catharine of Bologna ils were in writing and illustration. As a member of ${ }^{\circ}$ the Poor Clares order, she illustrated manuscripts and wrote a book herself.

Their lives are sties of courage and application of their talents to make the world a bet ry place. And these are just a sampling of the saints we can read about an a earn fro


LEARN FROM THEM hat better modern
your life than one of

Some close-to-home saints you might want to explore more about:
~ Frances Xavier Cabrini, the first U.S. citizen to be canonized

- Katherine Drexel, who found 0 the Sisters of the Blessed Sacrament and inter IHEYerita INIECSsionary work
~ Mother Theodore Guerin, who founded the Sisters of Providence of St. Mary-of-theWoods in Indiana American-born saint
~ Elizabeth Ann Seton, the first







## CATHOLIC EDUCATION Holy spirit

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## SEVEN Special Gifts

The Holy Spirit bestows seven gifts atyouDOnMOLiosUE
They are found at Isaiah $11: 2,0$ verse:
"The spirit of the $\mathbb{K}$. d shall rest upon him: a spirit of wisdom and of under.anding, a spirit of counsel and of strength, a spirit of lonowledge and of fear of the Lord ...'

Today, these gif are generally referred to as:
 Thery voutatroopen Datebooks throughout Juar life. Each time you'll gain new inoights and greater arreness. They are giftsothatowill Rer be
used up or bimen! used up or brimen!

The Holy Sprot in Your Life -
When have you clied on wisdom, understanding, strength, or another of the Spirit's gifts to get you through a
challenging time?


Which of the seven gifts do you most count on today? Why?
$\qquad$
$\qquad$
$\qquad$
How might you use these gifts to help plan your future?

- 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, especitlon Den Nomes SU/5 good works, a time for working hard (i) Anticipation of the redemptionder come.
Giving up ice cream or $\mathrm{C}, 1$ may be one choice for Lent. It's a carryoves;
from the days of strict Wing once observed by Catholics. Going without sweet treats is a sacrifice, and a worthy one.
GIVE OF YOURS - If something as simple as that is an appropriate Lenten observan, imagine, then, what the impact would be of you doing something profive dur Lent As you scale lack on what you give yourself duringent, consi how give to others.
Pchapg ste O Pow wod ha Datebooks during Lent cauld be given to your local soup kitchen This may be a goot time to step help, from th Your church has special activities, too.

Your time could your greatest gift. And giving of yourself is indeed an honorable way to ©ark the season of Lent.
"And now abideth ${ }^{\circ}$, hope, love remain, these three; but the greatest of these is love."

- 1 Corinthians


## What actions Will You Takbly

 will you do at home or in the community to alp childed[^2]
## CATHOLIC EDUCATION Lent

## Reliving in faith

## A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

## the SEASON

Lent begins on Ash Wednesday, which follDOwMTrCSUS February 4 to March 10, depend is the date of Easter.
Although we refer to Leno 2 40-day period, the time from Ash Wednesday until Free is actually 46 days, because Sundays were not coursed in the days of fast observed during Lent in earlier y

LENTEN TRADE families, church and communities repeat that ir traditions year after year. Othershodify them to
 emerged.
Talk to your parents, grandparents, and teachers. Find put where they gre family and ch time of Lent.

Of your family

$\qquad$
$\qquad$ YOU CONSIDER ADDING?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## 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 turio $\mathrm{N}^{+\frac{1}{1}} \mathrm{I}^{\mathrm{S}} \mathrm{F}$ ges, tracking time helps Catholics learn more or wour history, chronous 3475 revisit events, celebrate specific holiday and bring reverent meaning to lives.

The liturgical year ceecects us to both our faith and to each other with meaningful traditions.
Repeating Sef 3 NS - In the Catholic Church, the liturgical year begins on the first Sureay of Advent and proceeds through the seasons, then rpeas them en School


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

What are your family's tiadtions during the different church seasons?
HEE - INIHd

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

## CATHOLIC EDUCATION liturgical year, colors



## COLORS Bear Meaning

 giving an added dimensior 2r services.
VIOLET: MELANCHON
Violet is worn during tonore somber times, such as Advent, Lent, and Good Friday. The color is a symbol for melancholy, suance, and humility.
ROSE: JOY
 lem, bex if frols Schoot RED: PASSIOII Palm Sunday used. It repr White: Glo White is the Dentecost, martyrs' feasts, and feasts of Thrist's passion ar purity, light, innocence, triumph, and glory.
Green: Hope
Green is the color Cngen following the Epiphany and Pentecost. It represents the and life eternal. Black: SORROW
The color black is chosen frall Souls' Day and funeral Masses, as we rerrn the loss of those preceded us.

## YOUR THOUGHTS?

## O MELMEY • MNIYd YO"

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 ${ }^{\text {of }}$ 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 Catholich oond NOTLSUSO\% with Mary, the mother of Jesus and ofled maternal figure. You hat jue beginning to develop an $\boldsymbol{\sim}$ Standing of what Mary offers you. And os you do with your ow years to come.
So endeared is M xiy that she's been bestowed with many names - the Blessed Virgin, $\&-$ Lady of Guadalupe, the Madonna, the Virgin Mary, the Queen of Fayen, and Our Lady of Mercy, among many others.


HER GIFTS To US - As a truly holy woman and a mother, Mary's life offers us the opp@unity to model her behavior, to strive to be the patient, loving, caring perse $\lambda$ she was.
Some of her gifts to us Pnclude:
~ Lessons in accepting liís/hallenges
~ Faith that good will come to uSME
IHEP • HMId
~ Solace when we need comfort
What gifts have you accepted from Mary?
$\qquad$
$\qquad$
$\qquad$ -

## CATHOLIC EDUCATION our blessed mother

## Living ín faíth <br> FEASTS celebrating MARY

Throughout the church year, we turp ral $\mathrm{BO}_{y}$ NOTirSble life's stories. Some of the days we honor the Blessed Virgin:
EVENTS IN HER LIFE:
December 8 Immacs ate Conception
September 8 - Marys Birth under 0 maternal and loving guidance Mary."

March 25 ■ Thénnunciation
May $31 ■$ Therisitation
August 15 חhe Assumpla
Datebooks
December 12 Our Lady of Guadalupe
February 11
July 16 Our ${ }^{\text {ded }}$ dy of Mount Carmel
September 15 Lar Lady of Sorrows
August 22 ■ Quee ship of Mary
MAY: THE MONTH $\mathcal{O}$ MARY - Catholics honor the Blessed Mother for © month each year; May is the Month of Mary

What does Mary Mean toyulem Era merlad
How does the Blessed Mother influence you -ife? Hy you in your faith?

## CATHOLIC EDUCATION the rosary CONTEMPLATIVE Prayer

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

This structured prayer includes the Apostle's Creed, Hail Mary, Glory Be, and Our Father, as well as contemplation $\mathrm{DOCNO}^{\mathrm{r}} \mathrm{SO}^{\mathrm{T}}$ of mysteries of the rosary, which chronicle eventof hh the Aew Testamenu $3 \mu \boldsymbol{y}$ TIME FOR MEDITATION SUS - For those saying the rosary, the repetitive prayer offers 1 Opportunity for meditation, focus, and devotion, whether peed alone, with classmates or your family, at a funeral, or a celebration.

For individuals, tying the rosary can be a time to step outside the routine, a few minutes ceflection and an opportunity to focus on your faith.
 by saying the os sary. Others use th ng
the year, to blig the family togeth


YOU AND THE ROSARY
How do you feel after praying the rosary?

[^3]
## CATHOLIC EDUCATION the rosary

Rívíng ín faith

## A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

## the ROSARY'S Origins

Catholic scholars believe that praying thormo NOTDESHEying the High Middle Ages, the 11th to oth centuries, when few ped orwere able to read. Repeating the Nr 1 Father 150 times, which they had leaíos through oral tradition (N) ded a framework for contemplative prayer. © The prayers were cous off on a ring of beads called a corona.

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

Newest: Lu introduced th church's tradit contemplation
 onile praying the rosary.

- Baptism of Jesus 5 the Jordan
- The wedding at 0
- The Proclamation of ine 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


## ATTENDANCE RECORDS



## GRADE TRACKING

Projects / Assignments / Tests $\rightarrow$


## LESSON PLAN LOGS



## SEATING CHARTS

Seating Chart for Class


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.

## SUBSTITUTE INFORMATION



Other Information

## STMM 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 more experiments. It teaches students four areas into lessons and gather evidence and dat. and how to solve tough problems,

# Datebooks 



STEMI 2 Md skills" also need "heart, soui, belk N And value," says Jach Oa,founder of Ailibaba. That uno 2 ores how STEM occupations MK/LETE Q Minlad douing lives.

## Ano 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 $_{\text {Teamwork }}$

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



NHoration means working together io a goal. thin a team, members sometimes take 0 ain roles. Examples manager communication director
When en School your ${ }^{2}$. Datebooks

some tips for success $1 /$ team

$$
\begin{aligned}
& \sqrt{\text { Respect yourself }} \\
& \text { and others. }
\end{aligned}
$$ $\sqrt{ }$ Accept differences. $\sqrt{\text { Manage your time }}$ wesley.

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

RYI SANDBERG (1969-) C) of Facebook. She gave a T we have too few women leaders," and she has vrin. book titled, "Lean In" about female leadership in busines

## School

Datebooks
 American inventors.

Torio molina (1943-) won the Nobel P in $\mathbf{5} \mathbf{~ 1 ~} \mathbf{x}$ discovering that the earth's damag O, MA, use of Freon, a tyo ${ }^{2}$, conditioners IUET O MIIA Soles 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.

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.

## STEM ${ }^{\text {Interesting }}$ inventions



## Inventions at a Young Age

## 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 introdve advances in existing machining, create ne $r$ DO NOT SUE state-of-the-art facilities. Th OTL udy ways to ensure

M2MOMM DIRECTOR | An equariy 15 or oversees even 4 Eyhe quarium, cod $40 \Rightarrow$ ne business office, planning, LUEY O INIHd . Arme 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.


## $\mathbb{S T E M}_{\text {Careers }}(\mathrm{pg}-2)$

 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.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.


## READING LOG



My favorite book was:
Plot/setting:

I liked it because: $\qquad$

## GRADE RECORD



## CLASS SCHEDULE first semester

FIRST SEMESTER


## CLASS SCHEDULE second semester

## SECOND SEMESTER



## CLASS SCHEDULE first \& second semester

## FIRST SEMESTER



## CLASS SCHEDULE trimesters

FIRST TRIMESTER


| Period | Subject | Teacher | Room |
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## TIME-BLOCK SCHEDULE first \& second semester



DAY

| Period | Subject | Teacher | Room |
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## COMMUNICATION between parent \& teacher



## ADVANCE PLANNING

| AUGUST 2025 |
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|  | 2024 | 2025 | 2026 |
| :---: | :---: | :---: | :---: |
| New Year's Day* | Mon., Jan. 1 | Wed., Jan. 1 | Thurs., Jan 1 |
| Martin Luther King Jr. Day* | Mon., Jan. 15 | Mon., Jan. 20 | Mon., Jan 19 |
| Groundhog Day | Fri., Feb. 2 | Sun., Feb. 2 | Mon., Feb 2 |
| Lunar New Year | Sat., Feb. 10 | Wed., Jan. 29 | Tues., Feb 17 |
| Lincoln's Birthday | Mon., Feb. 12 | Wed., Feb. 12 | Thurs., Feb 12 |
| Valentine's Day | Wed., Feb. 14 | Fri., Feb. 14 | Sat., Feb 14 |
| Presidents' Day* | Mon., Feb. 19 | Mon., Feb. 17 | Mon., Feb 16 |
| Washington's Birthday | B(C) NO | at. Feb. 22 | Sun., Feb 22 |
| Ash Wednesday | Wed., Feb. 14 | $47 /$ Mar. 5 | Wed., Feb 18 |
| Daylight saving tim | Sun., Mar. 10 |  | Sun., Mar 8 |
| St. Patricks Day | Sun., Mar. 17 | Mon., Ma | Tues., Mar 17 |
| First day of spring | Tues., Mar. 19 | Thurs., Ma | Fri., Mar 20 |
| April Fools' Day | Mon., Apr. 1 | Tues., Apr. 1 | Wed., Apr 1 |
| Palm Sunday | Sun., Mar. 24 | Sun., Apr. 13 | Sun., Mar 29 |
| Passover begins at | Mon., Apr. 22 | Sat., Apr. 12 | Wed., Apr 1 |
| Good Friday | Fri., Mar. 29 | Fri., Apr. 18 | -ri., Apr 3 |
| Easter | Sun., Mar. 31 | Sun., Apr. 20 | III., Apr 5 |
| Earth Day | -7., Apr. 22 | Tues., Apr. 22 | E.d., Apr 22 |
| Cinco de Mayec |  | Mon May 5 | I1s., May 5 |
| Mother's Day |  | $\times 1$ | - May 10 |
| Memorial Day |  |  | ${ }^{\text {®. }}$. May 25 |
| Flag Day | i., June 14 | Sat., fune 1 | -1, Jun 14 |
| Father's Day | W. Jun | Sun, Juy | m., Jun 21 |
| $J$ uneteenth* $\quad$ A | We | nura, Me 19 | , Jun 19 |
| First day of sum | Thurs., June 20 | Frr, ${ }^{\text {a }}$ (80 | in, Jun 21 |
| Independence DA | Thurs., July 4 | Fri., July 4 | It., Jul 4 |
| Labor Day* | Mon., Sept. 2 | Mon., Sept. 1 | Mon., Sep 7 |
| Patriot Day | Wed., Sept. 11 | Thurs., Sept. 11 | Fri., Sep 11 |
| Rosh Hashanah begiris sundown | Wed., Oct. 2 | Mon., Sept. 22 | Fri., Sep 11 |
| First day of autumn | Sun., Sept. 22 | Mon., Sept. 22 | Tues., Sep 22 |
| Yom Kippur begins at sund | Fri., Oct. 11 | Wed., Oct | Sun., Sep 20 |
| Columbus Day* | Mon., Oct. 14 | Mon., | Mon., Oct 12 |
| Halloween | Thurs., Oct. 31 |  | Sat., Oct 31 |
| Standard time begins | an. Nov. 3 | O, Nov. 2 | Sun., Nov 1 |
| Election Day | Furs., Nov 51 | Fues., Nov. 4 | Tues., Nov 3 |
| Veterans Day* | Mon., Nov. 11 | Tues., Nov. 11 | Wed., Nov 11 |
| Thanksgiving* | Thurs., Nov. 28 | Thurs., Nov. 27 | Thurs., Nov 26 |
| Hanukkah begins at sundown | Wed., Dec. 25 | Sun., Dec. 14 | Fri., Dec 4 |
| First day of winter | Sat., Dec. 21 | Sun., Dec. 21 | Mon., Dec 21 |
| Christmas* | Wed., Dec. 25 | Thurs., Dec. 25 | Fri., Dec 25 |
| Kwanzaa begins | Thurs., Dec. 26 | Fri., Dec. 26 | Sat., Dec 26 |
| ${ }^{*}$ Federal Holiday in the United States |  |  |  |

## PHONE NUMBERS important contacts



PHONEBOOK friends \& study buddies
FRIENDS


NOTES


## HALL PASS

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[^0]:    $\rightarrow$ Examples: Hooray! We finally scored a touchdown.
    Oh, no! I forgot the picnic basket.
    Yes! Her gymnastic routine was perfect.
    $A h$, we finally get to stop and rest.

[^1]:    "WE ARE OF COURSE A NATION OF DIFFERENCES. THOSE DIFFERENCES DON'T MAKE US WEAK. THEY'RE THE SOURCE OF OUR STRENGTH.

    - Jimmy Carter

[^2]:    WORD
    ORIGIN
    While there seems to be some uncertainty about the precise origin of the word, "Lent," it was perhaps derived from the Germanic root word for spring, "lencten." And most agree that its meaning is "spring," "new life" and "hope," which we, of course, receive at Lent's end.

[^3]:    What does praying the rosary give you?

