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K-12

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LANGUAGE ARTS *parts of speech*

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

Common nouns are general and do not refer to a specific person, location, or object.
→*Examples:* man, city, tonight, honesty, happiness

Proper nouns are capitalized and refer to a particular person, place, or thing.
→*Examples:* Reggie, Market Square Arena, Saturday

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.

Nominative Case Pronouns replace the subject of a sentence or clause.
→*Examples: She* took the bus to visit Aunt Jane.
We are looking forward to visiting Oregon.

Objective Case Pronouns receive a verb's action or follow a preposition.
→*Examples:* Please give *me* the papers.
Timothy's outstanding service earned *him* the award.

Possessive Case Pronouns show ownership or possession.
→*Examples:* The cougar escaped from *its* cage.
Their car slid off the icy road.

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

Number indicates whether a verb is singular or plural. The verb and its subject must agree in number.
→*Examples:* One dog barks. Two dogs bark.

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

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

Voice indicates whether the subject is the doer or receiver of the action verb.
→*Examples:* Cathy wrote the letter. (active voice)
The letter was written by Cathy. (passive voice)

Tense indicates when the action or state of being is taking place.
→*Examples:* We *need* the information now. (present)
Reggie *shot* the ball. (past)
You *will enjoy* the school play. (future)

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

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

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

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

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

The **positive** form describes a noun or pronoun without comparing it to anything else.
→*Example:* My apple pie is *good.*

The **comparative** form compares two things.
Example: Aunt Betty's apple pie is *better* than mine.

The **superlative** form compares three or more things.
Example: Mom's apple pie is the *best* of all!

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

→*Examples:* The man walked *into* the gym.
The horse leaped *over* the fence.
Their team won the meet *in spite of* several players being injured.

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

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

Coordinating conjunctions used in pairs are called **correlative conjunctions.** Common correlative conjunctions are: *either, or; neither, nor; not only, but also; both, and; whether, or.*
→*Examples: Both* raccoons *and* squirrels frequently invade our bird feeders.
Neither Mary Ann *nor* Julie will be able to go with you.

Subordinating conjunctions connect and show the relationship between two clauses that are not equally important. Common subordinate conjunctions are: *until, unless, where, before, as, if, when, although, after, because, while, as long as, as if, though, whereas.*
→*Examples: Until* you decide to study, your grades won't improve.
If I hadn't already made plans, I would have enjoyed going to the mall with you.

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

→*Examples: Hooray!* We finally scored a touchdown.
Oh, no! I forgot the picnic basket.
Yes! Her gymnastic routine was perfect.
Ah, we finally get to stop and rest.

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LANGUAGE ARTS *capitalization & plurals*

CAPITALIZATION

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

All proper nouns → Shannon O'Connor, Orlando, Bill of Rights
All proper adjectives → Kraft cheese, Bounty paper towels, Phillips screwdriver
The first word in every sentence → Her dress is stunning.
Races, languages, nationalities → Asian, French, African-American
Nouns/Pronouns that refer to a supreme being → God, Allah, Yahweh
Days of the week → Sunday, Monday, Tuesday
Formal epithets → Ivan the Terrible
Bodies of water → Amazon River, Lake Huron, Wea Creek
Cities, towns → Houston, Lafayette, Dearborn
Counties → Tippecanoe, Cork
Countries → U.S.A, Mexico, Canada
Continents → Africa, North America
Landforms → Mojave Desert, the Appalachians
Holidays and holy days → Veterans Day, Christmas, Yom Kippur
Months → January, February
Official documents → Emancipation Proclamation
Official titles → President Obama, Mayor Bradley
Periods and events in history → Middle Ages, Renaissance
Planets, heavenly bodies → Mars, Jupiter, Milky Way
Public areas → Yellowstone National Park
Sections of a country or continent → the Northwest, the Middle East
Special events → Battle of Lexington
Streets, roads, highways → Rodeo Drive, Route 66, Interstate 65
Trade names → Honda Accord, Kellogg's Corn Flakes

PLURALS

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF PLURALIZATION RULES.

The plurals of most nouns are formed by adding *s* to the singular.
→ *Examples:* pie = pies | desk = desks | machine = machines

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

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

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

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

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

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

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

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

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

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LANGUAGE ARTS *sentence structure & spelling rules*

SENTENCE STRUCTURE

A **complete sentence** must express a complete thought and must have a subject and a verb.
→*Example:* He lost the game.

A **sentence fragment** results from a *missing* subject, verb or complete thought.
→*Example:* Because he was lost.

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

1. A **simple sentence** consists of only one main clause. It expresses a complete thought and has one subject and one verb. A simple sentence may contain a compound subject, a compound verb or both.
→*Examples:* We enjoyed the concert.
Amy and Scott were invited yesterday. (compound subject: Amy and Scott)
Ben is leaving work and going home. (compound verb: leaving and going)

2. A **compound sentence** contains two or more main clauses (in italics) connected by a conjunction, a semicolon, or a comma with a conjunction.
→*Examples: Collecting fossils is fun,* but *I think identifying fossils is difficult.* (conjunction)
Andy's suit looks new; it just got back from the cleaners. (semicolon)
Erin came home for Easter, and *Courtney went to Florida.* (comma/conjunction)

3. A **complex sentence** has one main clause (in italics) and one or more subordinate clauses (underlined).
→*Example: Dad says* that good grades are the result of diligent studying. (main clause, one independent clause)
Diligent studying is difficult, because I have to work several hours before I can start studying. (main clause, two dependent clauses)

4. A **compound-complex sentence** has two or more main clauses (in italics) and one or more subordinate clauses (underlined).
→*Example:* Because the school bus broke down, *the team rode in a van,* and *the cheerleaders rode in cars.*
Unless my eyes are deceiving me, *Kristi is on that runaway horse,* and *Dale is behind her.*

SPELLING RULES

Write *i* before *e* except after *c*, or when sounded like *a* as in *weigh* and *neighbor*.
→*Exceptions:* seize, weird, either, leisure, neither

When the *ie/ei* combination is not pronounced *ee*, it is usually spelled *ei*.
→*Examples:* reign, weigh, neighbor
→*Exceptions:* friend, view, mischief, fiery

When a multi-syllable word ends in a consonant preceded by one vowel, the accent is on the last syllable and the suffix begins with a vowel — the same rule holds true when you double the final consonant.
→*Examples:* prefer = preferred | allot = allotted | control = controlling

If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel.
→*Examples:* use = using | like = liking | state = stating | love = loving

When the suffix begins with a consonant, do not drop the *e*.
→*Examples:* use = useful | state = statement | nine = ninety
→*Exceptions:* argument, judgment, truly, ninth

When *y* is the last letter in a word and the *y* is preceded by a consonant, change the *y* to *i* before adding any suffix except those beginning with *i*.
→*Examples:* lady = ladies | try = tries | happy = happiness | ply = pliable | fly = flying

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

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

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

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

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

Format What form will my writing take? Different forms of writing, such as letters, diaries, reports, essays, research papers, etc., have specific requirements. Decide on the form your writing will take, and then make sure you know the requirements for that form of writing.

PLANNING AND WRITING AN ESSAY OR COMPOSITION

{1} Select a general subject area that interests you.

{2} Make a list of your thoughts and ideas about the subject.

{3} Use your list to help focus on a specific topic within the subject area.

{4} Decide what you want to say about the topic, and write an introductory statement that reflects this purpose.

{5} Make a list of details to support your statement.

{6} Arrange the list of details into an outline.

{7} Do any reading and research necessary to provide additional support for specific areas of your outline. Keep a careful list of all of your sources for your bibliography.

{8} Write a first draft.

{9} Revise your first draft, making sure that:

- **{a}** The introduction includes a clear statement of purpose.
- **{b}** Each paragraph begins with something related to the preceding paragraph.
- **{c}** Every statement is supported or illustrated.
- **{d}** The concluding paragraph ties all of the important points together, leaving the reader with a clear understanding of the meaning of the essay or composition.
- **{e}** Words are used and spelled correctly.
- **{f}** Punctuation is correct.

{10} Read your revised paper aloud to check how it sounds.

{11} Proofread your revised paper two times: once for spelling, punctuation, and word usage, and again for meaning and effectiveness.

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LANGUAGE ARTS *punctuation*

PERIOD •

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

Use: after an initial or an abbreviation.
→*Examples:* Mary J. Jones, Mr., Mrs., Ms.

COMMA ,

Use: to separate words or groups of words in a series.
→*Example:* I used *worms, minnows, larvae, bread balls, and bacon* for bait.

Note: Some stylebooks and teachers require a comma before "and" in a series.
→*Example:* He *ran, jumped, and yelled.*

Use: to separate an explanatory phrase from the rest of the sentence.
→*Example:* Escargots, *or snails,* are a delicacy that I relish.

Use: to distinguish items in an address and in a date.
→*Examples:* John Doe, 290 Main St. Midtown, IN 48105; September 20, 1[illegible]

Use: to separate a title or an initial that follows a name.
→*Example:* Joseph Jones, Ph.D.

QUESTION MARK ?

Use: at the end of a direct or indirect question.
→*Example:* Did your relatives invite you to visit them this summer?

Use: to punctuate a short question within parentheses.
→*Example:* I am leaving tomorrow (is that possible?) to visit my cousins in France.

APOSTROPHE ,

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.
→*Examples:* do not = don't | I have = I've

Use: followed by an *s* is the possessive form of singular nouns.
→*Example:* I clearly saw this young *man's* car run that stop sign.

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

COLON :

Use: after words introducing a list, quotation, question, or example.
Example: Sarah dropped her book bag and out spilled everything: books, pens, pencils, homework, and makeup.

SEMICOLON ;

Use: to join compound sentences that are not connected by a conjunction.
→*Example:* Elementary, my dear Watson; the butler is clearly responsible.

Use: to separate groups of words.
→*Example:* I packed a toothbrush, deodorant, and perfume; jeans, a raincoat, and sweatshirts; and boots and tennis shoes.

QUOTATION MARKS "

Use: to frame direct quotations in a sentence. Only the exact words quoted are placed within the quotation marks.
→*Example:* "I don't know," she said, "if I will be able to afford the vacation."

Use: to distinguish a word that is being discussed.
→*Example:* Mr. Jones suggested I replace the word "always" with "often" in my theme.

Use: to indicate that a word is slang.
→*Example:* Julie only bought that outfit to show that she's "with it."

Use: to punctuate titles of poems, short stories, songs, lectures, course titles, chapters of books, and articles found in magazines, newspapers, and encyclopedias.
→*Examples:* "You Are My Sunshine," "Violence in Our Society," "The Road Not Taken."

SINGLE QUOTATION MARK '

Use: to punctuate a quotation within a quotation.
→*Example:* "My favorite song is 'I've Been Working on the Railroad,' " answered little Joey.

EXCLAMATION MARK !

Use: to express strong feeling.
→*Example:* Help! Help!

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LANGUAGE ARTS *frequently confused words*

accept | to agree to something or receive something willingly
except | not including
→*Examples:* Jonathon will *accept* the job at the restaurant.
Everyone was able to attend the ceremony *except* Phyllis.

capital | chief, important, excellent. Also the city or town that is the official seat of government of a state or nation
capitol | the building where a state legislature meets
the Capitol | the building in Washington, D.C., in which the United States Congress meets
→*Examples:* The *capital* of France is Paris.
The *capitol* of Indiana is a building in Indianapolis.
The vice president arrived at the *Capitol* to greet the arriving senators.

hear | to listen to
here | in this place
→*Examples:* Do you *hear* that strange sound?
The juice is right *here* in the refrigerator.

it's | the contraction for *it is* or *it has*
its | shows ownership or possession
→*Examples: It's* early time to leave for the football game.
The wagon lost *its* wheel in the mud.

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

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

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

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

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

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

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

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

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

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LANGUAGE ARTS *frequently misspelled words*

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

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

formal

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

Formal Outline Format:

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

II.

No new subdivision should be started unless there are at least two points to be listed in the new division. This means that each *1* must have a *2*; each *a* must have a *b*. Formal outlines may be either a **sentence outline** or a **topic outline.**

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

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

Thesis or Introductory Statement

I. Gasoline shortage
  A. Long lines
  B. Gas "rationing"

II. Voluntary energy conservation
  A. Gasoline
  B. Electricity
  C. Home heating fuel

III. Forced energy conservation
  A. Fuel allocation
  B. Speed limit
  C. Airline flights
  D. Christmas lighting

Conclusion

informal

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

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

I. How lightning occurs
  – cloud's particles collide and become electrically charged
  – positively and negatively charged particles separate
  – positively charged particles in cloud collide with negatively charged particles on ground

II. Forms of lightning
  – forked
  – streak
  – ribbon
  – bead or chain ®
  – ball

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LANGUAGE ARTS *common editing marks*

insert a comma

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

insert an apostrophe

→ Mary hadnt planned on a sixth party guest.

insert quotation marks

→ The students were required to read the poem Howl.

insert written suggestion

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

use a period

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

delete

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

transpose elements

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

close up this space

→ Milo retreated to his dog house.

insert single space

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

begin new paragraph

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

no new paragraph

→ "I'm tired," said Kevin. "I'd like to go home."

capitalize

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

lowercase

→ Tim fondly remembers playing football in High School.

spell out

→ It was Kim's 1st trip to the U.K.

stet (let it stand)

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

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LANGUAGE ARTS *MLA style of documentation*

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

According to the *Modern Language Association Handbook for Writers of Research Papers, 9th edition*:

{1} Double-space all entries.

{2} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.

{3} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.

{4} Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals, and films are all published independently.

{5} If the title of a book you are citing includes the title of another book, italicize the first title but not the other title.

{6} Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.

{7} Separate the author, title, and publication information with a period followed by one space.

{8} Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.

{9} Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.

{10} Use the phrase, "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

ANY CITATION (GENERAL GUIDELINES)	Author. Title. Title of container (self contained if book), Other contributors (trans., ed.), Version (edition), Number (vol. and/or no.), Publisher, Publication date, Location (pages, paragraphs, URL, or DOI). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Date of Access (if applicable).
PAGE ON A WEBSITE	"How to Change Your Car's Oil." *eHow*, 25 Sept. 2018, www.ehow.com/how_2018_how-oil.html. Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." *Maritime Law*, vol. 3, no. 6, 2018, pp. 595-600, www.maritimelaw.org/article. Accessed 8 Feb. 2017.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." *Periodical*, Day Month Year, pages.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." *New York Times*, 7 Mar. 2018, p. A12.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." *Washington Post*, 12 Mar. 2018, p. A12.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." *Atlantic*, June 2019, pp. 57-79.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurism's Farthest Frontier." *Time*, 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. *Plain Dealer*, 11 Mar. 2019, p. 6B.

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LANGUAGE ARTS *MLA style of documentation*

BOOK (GENERAL GUIDELINES)	Author's last name, first name. *Book title.* Publisher, publication date.
BOOK BY ONE AUTHOR	Wheelen, Richard. *Sherman's March.* Crowell, 1978.
TWO OR MORE BOOKS BY THE SAME AUTHOR	Garreau, Joel. *Edge City: Life on the New Frontier.* Doubleday, 1991. ---. *The Nine Nations of North America.* Houghton, 1981.
BOOK BY TWO OR THREE AUTHORS	Purves, Alan C., and Victoria Rippere. *Elements of Writing About a Literary Work.* NCTE, 1968.
BOOK BY FOUR OR MORE AUTHORS	Pratt, Robert A., et al. *Masters of British Literature.* Houghton, 1956.
BOOK BY A CORPORATE AUTHOR	The Rockefeller Panel Reports. *Prospect for America.* Doubleday, 1961.
BOOK BY AN ANONYMOUS AUTHOR	*Literary Market Place: The Directory of the Book Publishing Industry.* 2003 ed., Bowker, 2002.
BOOK WITH AN AUTHOR AND AN EDITOR	Toomer, Jean. *Cane.* Edited by Darwin T. Turner, Norton, 1988.
A WORK IN AN ANTHOLOGY	Morris, William. "The Haystack in the Floods." *Nineteenth Century British Minor Poets,* edited by Richard Wilbur and W. H. Auden, Dell, Laurel Edition, 1965, pp. 35-52.
AN EDITION OTHER THAN THE FIRST	Chaucer, Geoffrey. *The Riverside Chaucer.* Edited by Larry D. Benson. 3rd ed., Houghton, 1987.
SIGNED ARTICLE IN A REFERENCE BOOK	Wallace, Wilson D. "Superstition." *World Book Encyclopedia.* 1970 ed., vol. 2, Macmillan, 2019.

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YOUR REFERENCE LIST	YOUR REFERENCE LIST SHOULD APPEAR AT THE END OF YOUR ESSAY. IT PROVIDES THE INFORMATION NECESSARY FOR A READER TO LOCATE AND RETRIEVE ANY SOURCE YOU CITE IN THE ESSAY. EACH SOURCE YOU CITE IN THE ESSAY MUST APPEAR IN YOUR REFERENCE LIST. LIKEWISE, EACH ENTRY IN THE REFERENCE LIST MUST BE CITED IN THE TEXT.

BASIC RULES

According to the seventh edition of the *Publication Manual of the American Psychological Association:*

- Indent your reference list one-half inch from the left margin, excluding the first line of each reference, which should remain flush left. This is called a hanging indent.
- Double-space all references.
- Capitalize only the first word of a title or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing of these entries includes commas and periods.
- Invert authors' names (last name first) and give last name and initials for all authors of a particular work, unless the work has more than six authors (in this case, list the first six authors and then us et al. after the sixth author's name to indicate the rest of the authors). Alphabetize by authors' last names letter by letter. If you have more than one work by a particular author, order them by publication date, oldest to newest (the 2008 article would appear before a 2009 article). When an author appears as a sole author and again as the first author of a group, list the one-author entries first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the last author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

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

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

You need to list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well. → *Title of Periodical, volume number* (issue number), pages.

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

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Edition). Publisher.

Do not include the location of the publisher in the citation.

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

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

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

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

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

An online journal or magazine

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume number* (issue number), page range. doi:0000000/000000000000

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

An online journal or magazine (with no DOI assigned)

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

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).

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EXAMPLES

Journal article, one author

- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology, 55,* 893-896.

Journal article, more than one author

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

Work discussed in a secondary source

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

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

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

Magazine article, one author

- Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time, 135,* 28-31.

Book

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

An article or chapter of a book

- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor, healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). Springer.

A government publication

- National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). U.S. Government Printing Office.

A book or article with no author or editor named

- *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Merriam-Webster.
- New drug appears to cut risk of death from heart failure. (1993, July 15). *The Washington Post,* p. A12.

For parenthetical citations of sources in text with no author named, use a shortened version of the title instead of the author's name. Use quotation marks and italics as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (Merriam-Webster's, *2005) and* ("New Drug," *1993).*

A translated work and/or a republished work

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

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

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

An entry in an encyclopedia

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

An online journal article (no DOI assigned)

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

A web page

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

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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, navigate, ambiguous, action*

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

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

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

belli | war
→ *rebellion, belligerent, bellicose*

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

clud, clus, claus | shut
→ *include, conclude, recluse, occlusion, claustrophobia*

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

corp | body
→ *corpse, corps, corporation, corpulent, corporal punishment*

crea | create
→ *creature, recreation, creation*

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

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

dem | people
→ *democracy, demography, epidemic*

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

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, fidelity, confident, infidel, federal, confederacy*

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

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

geo | earth
→ *geography, geocentric, geology*

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

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

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

ignis | fire
→ *ignite, igneous, ignition*

iect | throw
→ *deject, project, eject, interject*

lau, lav, lot, lut | wash
→ *launder, lavatory, lotion, ablution*

liter | letters
→ *literary, literal, alliteration*

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

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

mem, memor | remember
→ *memo, commemoration, memento, memoir, memorable*

migrat | wander
→ *migrate, emigrant, immigrate*

mit, miss | send, let go
→ *emit, remit, submit, commit, transmit, mission, missile*

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

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

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

path, pati | feeling, suffering
→ *pathos, smypathy, apathy, telepathy*

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

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

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

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

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

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

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

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

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

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

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

sist, sta, stit | stand
→ *assist, persist, stamina, status, state, stable, stationary*

solv, solu | loosen
→ *solvent, absolve, soluble, solution*

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

tact, tang, tag, tig | touch
→ *tactile, contact, intact, tangible, contagious, contigious*

tempo | time
→ *temporary, contemporary, temporal*

ten, tin, tain | hold
→ *tenant, tenure, detention, pertinent, contain, pertain*

terra | earth
→ *terrain, terrarium, territory*

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

trib | pay, bestow
→ *tribute, contribute, attribute*

uni | one
→ *unicorn, unify, universal*

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

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

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

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

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

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

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

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LANGUAGE ARTS *common prefixes & suffixes*

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

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

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

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

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LANGUAGE ARTS *exploring French*

GREETINGS

Hello/Good morning/Good afternoon | Bonjour
Good evening | Bonsoir
Hi/Bye | Salut
Bye | Ciao
Goodbye | Au revoir

How are you doing? | Comment allez-vous?
(Informal: Comment vas-tu?)
I'm... | Je vais...
(very) well | (très) bien
(very) poorly | (très) mal
So-so. | Comme-ci, comme-ça.

How's it going? | Ça va?
It's okay. | Ça va.
It's going well. | Ça va bien.
It's going poorly. | Ça va mal.
Not bad. | Pas mal.
And you? | Et vous? (Informal: Et tu?)

INTRODUCTIONS

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

PLEASANTRIES

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

RESPONSES

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

TITLES

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

BASICS

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

And | Et
Also | Aussi
A lot | Beaucoup

PHRASES

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

NUMBERS

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

DAYS OF THE WEEK

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

MONTHS

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

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LANGUAGE ARTS *exploring Spanish*

GREETINGS

Hello | Hola
Good morning | Buenos días
Good afternoon/evening | Buenas tardes
Good night | Buenas noches
Goodbye | Adiós/Chao
See you later | Hasta luego/Nos vemos

How are you? | ¿Cómo estás?
I'm… | Estoy...
  (very) well | (muy) bien
  (very) bad | (muy) mal

How's it going? | ¿Cómo vas?/¿Qué tal?
It's okay | Está bien
Not bad | No está mal
And you? | ¿Y usted/tú?

INTRODUCTIONS

What's your name? | ¿Cómo se llama usted?
My name is… | Me llamo...
Pleased to meet you | Encantado(a)
Likewise | Igualmente
I'd like you to meet… | Me gustaría que conozcas
This is… | Este(a)...

PLEASANTRIES

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

RESPONSES

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

TITLES

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

BASICS

Who | ¿Quién?
Where | ¿Dónde?
When | ¿Cuándo?
Why | ¿Por qué?
What | ¿Qué?
How | ¿Cómo?
Which | ¿Cuál?

And | Y
Also | También
[illegible] | No, no
The | El, La, Los

PHRASES

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

NUMBERS

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

DAYS OF THE WEEK

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

MONTHS

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

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LANGUAGE ARTS *exploring German*

GREETINGS

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

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

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

INTRODUCTIONS

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

PLEASANTRIES

Please | Bitte
Thank you | Danke
You're welcome. | Bitte.
No problem. | Kein Problem.
Excuse me. | Entschuldigen Sie.

RESPONSES

Yes | Ja
No | Nein
I don't know. | Ich weiß es nicht.
Of course. | Natürlich.
OK | Zustimmung
Maybe | Vielleicht

TITLES

Miss | Fräulein
Mrs./Ma'am | Frau/ gnädige Frau
Mr./Sir | Herr/ mein Herr

BASICS

Who | Wer
Where | Wo
When | Wann
Why | Warum
What | Was
How | Wie

And | Und
Also | Auch
A lot | Viel

PHRASES

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

NUMBERS

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

DAYS OF THE WEEK

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

MONTHS

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

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LANGUAGE ARTS *exploring Chinese Mandarin*

GREETINGS

Hello | 你好 nǐ hǎo
Good morning | 早上好 zǎo shàng hǎo
Good afternoon/evening | 下午好 / 晚上好 xià wǔ hǎo/ wǎn shàng hǎo
Good night | 晚安 wǎn ān
Goodbye | 再见 zài jiàn
See you later | 再会 / 一会见 zài huì / yī huì jiàn

How are you? | 你好吗? nǐ hǎo mā?

I'm... | 我 ... wǒ
(very) well | (很) 好 hěn hǎo
(very) bad | (很) 不好 hěn bù hǎo

How's it going? | 最近怎么样? zuì jìn zěn me yàng?

It's okay. | 还行 hái xíng
Not bad. | 还不错 hái bú cuò
And you? | 你呢? nǐ nē?

INTRODUCTIONS

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

PLEASANTRIES

Please | 请 qǐng
Thank you | 谢谢 xiè xiè
You're welcome. | 不客气. bú kè qì.
No problem. | 没问题. méi wèn tí.
Excuse me! | 不好意思! bù hǎo yì sī!
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 / nǚ shì
Mrs./Ma'am | 太太 / 女士 tài tài / nǚ shì
Mr./Sir | 先生 xiān shēng

BASICS

Who | 谁 shéi
Where | 在哪里 zài nǎ lǐ
When | 什么时候 shén 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 nǎ yī gè

And | 和 hé
Also | 也 yě
A lot | 很多 / 许多 hěn duō / xǔ duō
The | 那个 / 这个 zhè gè / nà gè

PHRASES

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

NUMBERS

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

DAYS OF THE WEEK

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

MONTHS

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

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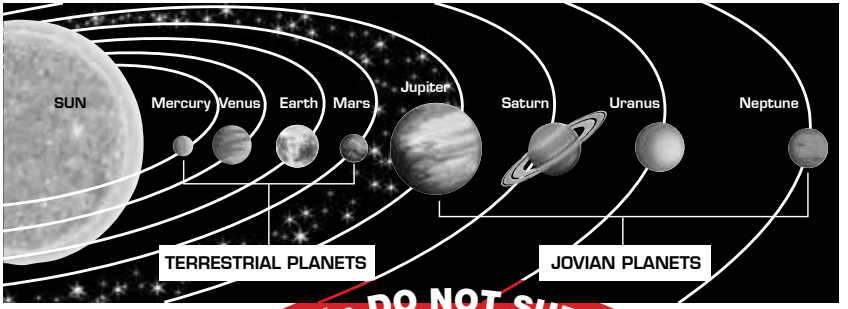

THE SOLAR SYSTEM

Observing the night sky with the naked eye, ancient astronomers noticed moving points of light, called "planets," which means "wanderers." Those first planets were named for Roman deities: Mercury, Venus, Mars, Jupiter, and Saturn.

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

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

THE SUN

A huge sphere of mostly ionized gas, the sun is the closest star to Earth.
diameter: almost 870,000 miles
temperature: 27 million°F

MERCURY

Named for the Roman messenger god, Mercury orbits the sun faster than any other planet.
diameter: 3,031 miles
temperature: -280°F to 800°F
mean distance from the sun: 35.9 million miles

VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun.
diameter: 7,519 miles
temperature: 55°F to 864°F
mean distance from the sun: 67.24 million miles

EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface.
diameter: 7,926 miles
temperature: -126°F to 136°F
mean distance from the sun: 92.96 million miles

MARS

Named for the Roman god of war, Mars gets its red coloring from soil rich in iron oxides.
diameter: 4,221 miles
temperature: -225°F to 95°F
mean distance from the sun: 141.6 million miles

JUPITER

The largest planet in our solar system was named for the king of the Roman gods. Its bands of color can be seen with a large telescope.
diameter: 88,846 miles
temperature: -234°F average
mean distance from the sun: 483.80 million miles

SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are comprised of ice particles.
diameter: 74,500 miles
temperature: -288°F
mean distance from the sun: 89[illegible]3 million miles

URANUS

Originally named Georgium Sidus in honor of King George III, Uranus was discovered in 17[illegible] It is twice as far from the sun as Saturn.
diameter: 31,76[illegible] miles
temperature: -353°F uniform
mean distance from the sun: 1,784.89 million miles

NEPTUNE

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

DWARF PLANETS

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

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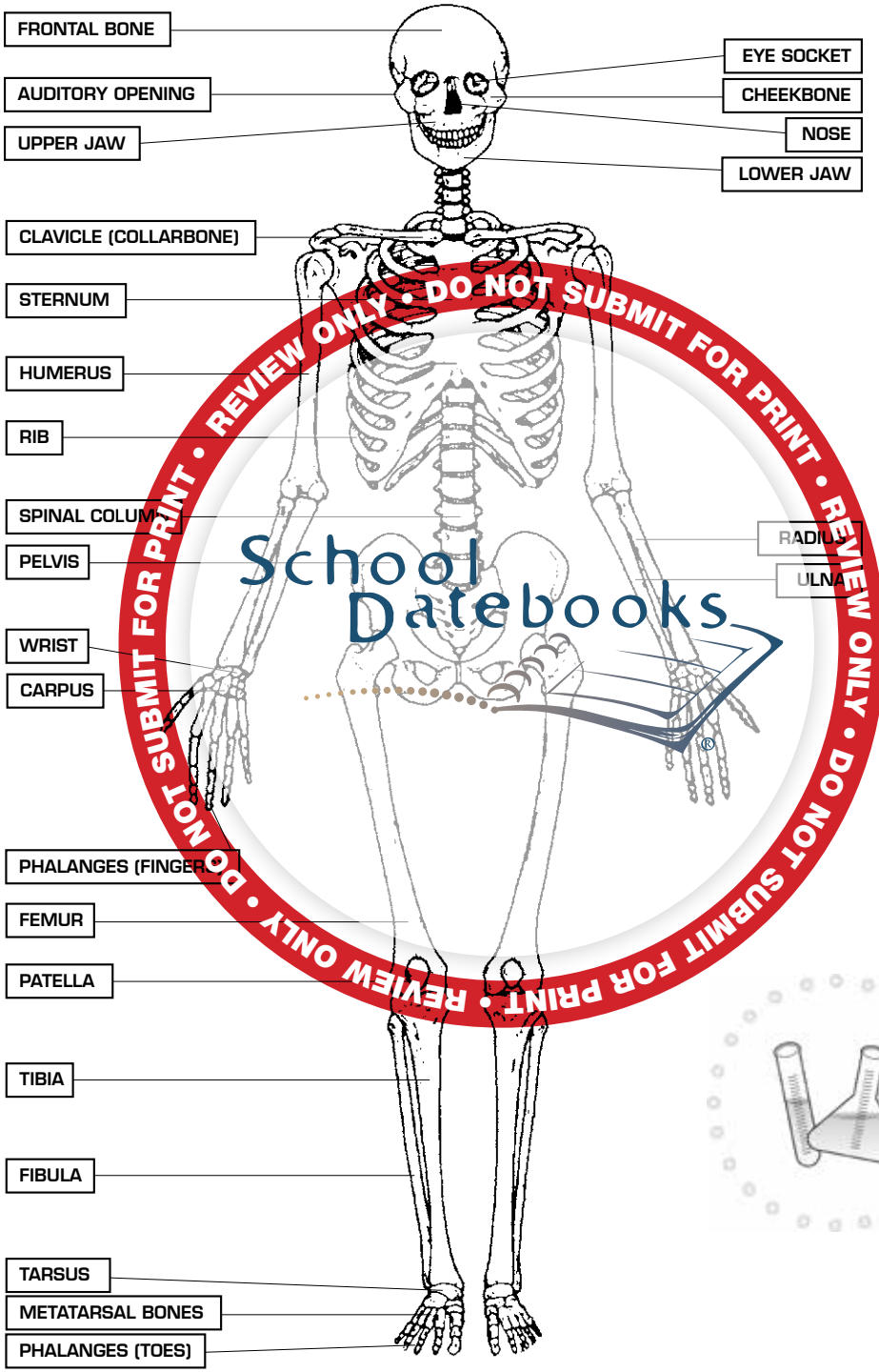
SCIENCE *the human skeleton*



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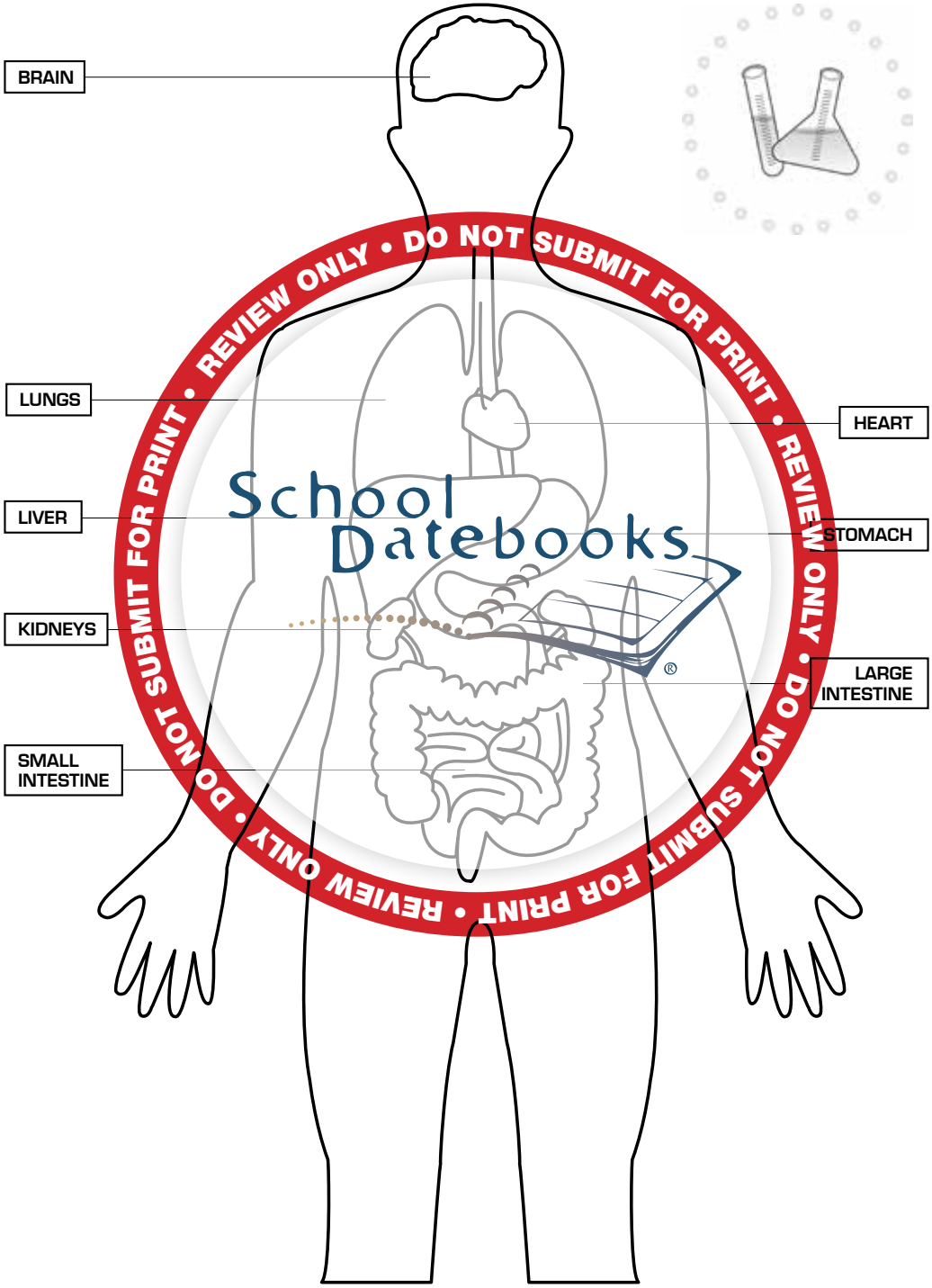
SCIENCE *major organs of the human body*



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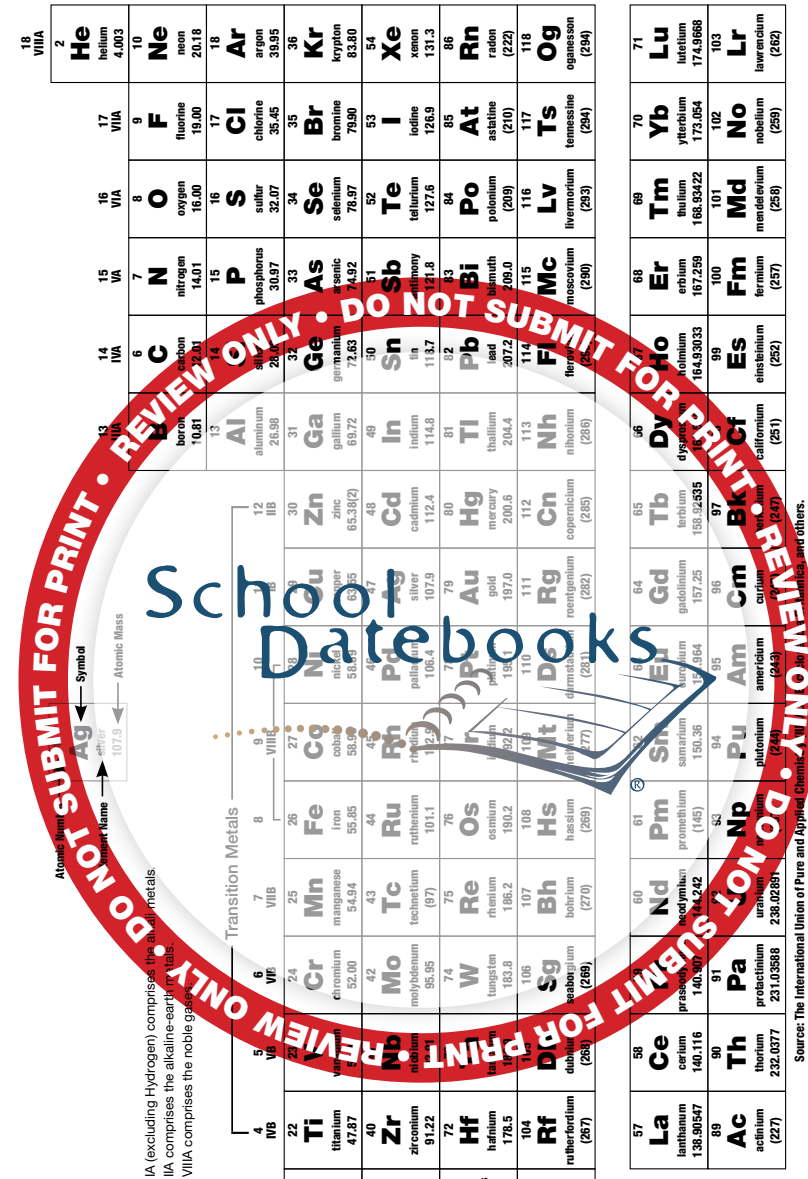

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SCIENCE *physics laws & formulas*

Mass Density

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

Speed

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

Acceleration

$a = \frac{\Delta v}{\Delta t}$ or $\frac{v_F - v_I}{t_F - t_I}$

(a=average acceleration; v=velocity; t=time; v_F=final velocity; v_I=initial velocity; t_F=final time; i_I=initial time)

Law of Universal Gravitation

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

(F=force of attraction; m_1 and m_2=masses of the two bodies; d=distance between the centers of m_1 and m_2; G=gravitational constant)

Work Done by a Force

work = (force)(distance)

Power

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

Kinetic Energy

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

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

Specific Heat

$Q = cm\Delta t$

(Q=quantity of heat; c=specific heat; m=mass; Δt=change in temperature)

Electric Current – Strength

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

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

Momentum

momentum = (mass)(velocity)

Mass-Energy Equivalence

$E = mc^2$

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

Power Expended in an Electric Appliance

$P = IV$

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

Newton's Second Law of Motion

force=(mass)(acceleration)

Torque

$T = FR$

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

Boyle's Law when temperature constant:

$p_1V_1 = p_2V_2$

(p_1=original pressure; p_2=new pressure; V_1=original volume; V_2=new volume)

Wave Motion

$V = nl$

(V=wave velocity; n=wave frequency; l=wavelength)

Illumination on a Surface Perpendicular to the Luminous Flux

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

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

Focal Length of Mirrors and Lenses

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

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

Images in Mirrors and Lenses

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

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

Ohm's Law

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

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

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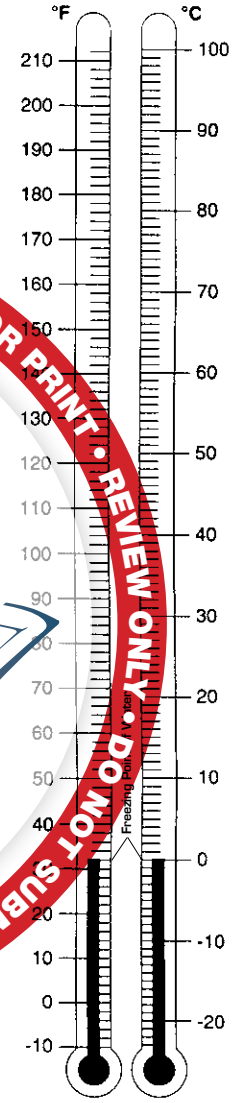
SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

To Convert→	*Multiply By→*	*To Find→*
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.35	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

METRIC TO ENGLISH CONVERSIONS

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



TEMPERATURE

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

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

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SCIENCE *weights & measures & formulas*

WEIGHTS AND MEASURES

ENGLISH

Area

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

Capacity

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

Length

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

Time

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

Weight

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

METRIC

Area

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

Capacity

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

Length

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

Mass/Weight

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

FORMULAS

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

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

Distance ---------- $d = rt$

FORMULA KEY

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

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

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

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MATHEMATICS *Roman numerals & place value*

ROMAN NUMERALS

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

FOLLOWING ARE THE 7 LETTERS AND THEIR VALUES:

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

PLACE VALUE

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

Read this number as one hundred fifty-four trillion, three hundred ninety-nine billion, seven hundred fifteen million, four hundred sixty-two thousand, one hundred. **Write** this number as 154,399,715,462,100.

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

NUMBER PREFIXES

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

{1}=I
{2}=II
{3}=III
{4}=IV
{5}=V
{6}=VI
{7}=VII
{8}=VIII
{9}=IX
{10}=X
{11}=XI
{12}=XII
{13}=XIII
{14}=XIV
{15}=XV
{16}=XVI
{17}=XVII
{18}=XVIII
{19}=XIX
{20}=XX
{30}=XXX
{40}=XL
{50}=L
{60}=LX
{70}=LXX
{80}=LXXX
{90}=XC
{100}=C
{500}=D
{1000}=M

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SQUARES & SQUARE ROOTS

N	N^2	$\sqrt{N}$
1	1	1.00
2	4	1.41
3	9	1.73
4	16	2.00
5	25	2.24
6	36	2.45
7	49	2.65
8	64	2.83
9	81	3.00
10	100	3.16
11	121	3.32
12	144	3.46
13	169	3.6[illegible]
14	196	3.74
15	225	3.87
16	256	4.00
17	289	4.12
18	324	4.24
19	361	4.36
20	400	4.47
21	441	4.58
22	484	4.69
23	529	4.80
24	576	4.90
25	625	5.00
26	676	5.10
27	729	5.20
28	784	5.29
29	841	5.39
30	900	5.48
31	961	5.57
32	1,024	5.66
33	1,089	5.7[illegible]
34	1,156	5.83
35	1,225	5.92
36	1,296	6.00
37	1,369	6.08
38	1,444	6.16
39	1,521	6.24
40	1,600	6.32
41	1,681	6.40
42	1,764	6.48
43	1,849	6.56
44	1,936	6.63
45	2,025	6.71
46	2,116	6.78
47	2,209	6.86
48	2,304	6.93
49	2,401	7.00
50	2,500	7.07

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

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

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MATHEMATICS *algebra & mathematical symbols*

ALGEBRA

Expanding

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

Laws of Exponents

{1} $a^r a^s = a^{r+s}$
{2} $a^r/a^s = a^{r-s}$
{3} $a^r a^s/a^p = a^{r+s-p}$
{4} $(a^r)^s = a^{rs}$
{5} $(ab)^r=a^r b^r$
{6} $(a/b)^r=a^r/b^r \ (b\neq 0)$
{7} $a^0=1$
$a^{-r}=1/a^r \ (a\neq 0)$

if r and s are positive integers

Logarithms

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

$e = 2.71828183$

Quadratic Formula

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

The solution can be derived using the quadratic formula: $x = \frac{-b+\sqrt{b^2-4ac}}{2a}$

MATHEMATICAL SYMBOLS

+	plus	>	greater than	○	circle
−	minus	<	less than	◠	arc of circle
±	plus or minus	≥	greater than or equal to	□	square
x	multiplied by	≤	less than or equal to	▭	rectangle
÷	divided by	∞	infinity	▱	parallelogram
=	equal to	:	is to (ratio)	△	triangle
≠	not equal to	: :	as (proportion)	∠	angle
≈	nearly equal to	π	pi (--3.14159)	∟	right angle
√x	square root of x	∴	therefore	⊥	perpendicular
ⁿ√x	--- root of x	∵	because	||	parallel
%	percentage	|x|	absolute value of x	°	degrees
Σ	sum of	…	and so on	'	minutes

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MATHEMATICS *fractions & percentages & multiplication table*

FRACTIONS AND PERCENTAGES

1	=	1.0	=	100%
3/4	=	0.75	=	75%
2/3	=	0.667	=	66.7%
1/2	=	0.5	=	50%
1/3	=	0.333	=	33.3%
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.167	=	16.7%
1/7	=	0.142	=	14.2%
1/8	=	0.125	=	12.5%
1/9	=	0.111	=	11.1%
1/10	=	0.1	=	10%
1/11	=	0.09	=	9.1%
1/12	=	0.083	=	8.3%

WORKING WITH FRACTIONS

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

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

$$\frac{1}{2}$$

To multiply:

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

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

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

To add or subtract, first find the common denominator:

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

MULTIPLICATION TABLE

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

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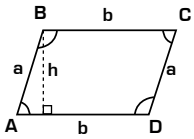
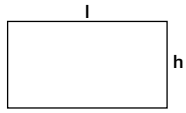
MATHEMATICS *area & volume*

PARALLELOGRAM



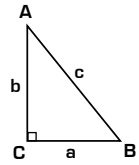
Area of ABCD = bh

RECTANGLE



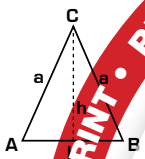
Perimeter = 2(l + h)
Area = l × h

RIGHT TRIANGLE



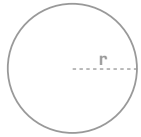
Area = ab/2
$c^2 = a^2 + b^2$ *(Pythagorean Theorem)*

ISOSCELES TRIANGLE



Area = bh/2

CIRCLE

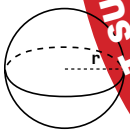


Circumference of a circle = $2\pi r$
Area of a circle = πr^2

RECTANGULAR PRISM

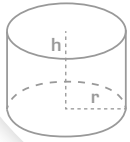
Surface area of a prism = 2(lw + lh + wh)
Volume of a prism = l x w x h

SPHERE



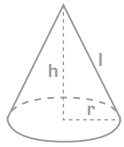
Surface area of a sphere = $4\pi r^2$
Volume of a sphere = $4\pi r^3/3$

CYLINDER



Surface area of a cylinder = $2\pi rh + 2\pi r^2$
Volume of a cylinder = $\pi r^2 h$

CONE

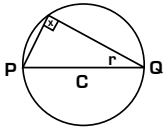


Surface area of a cone = $\pi rl + \pi r^2$ *(l=slant height)*
Volume of a cone = $\pi r^2 h/3$

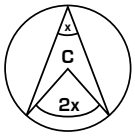
PYRAMID

Surface area of a pyramid = B + Lateral Area *(Lateral area = sum of triangular faces)*
Volume of a pyramid = Bh/3 *(B = area of base)*

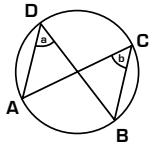
CIRCLE THEOREMS



∠x = 90°
(PQ is the diameter)



C is the center of the circle



∠a = ∠b
(Both angles intercept arc AB)

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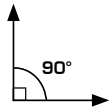
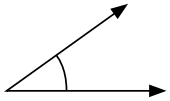
MATHEMATICS *geometric angles & congruence cases*

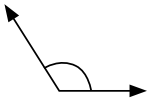
GEOMETRIC ANGLES



A right angle is exactly 90°

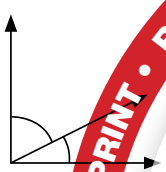


An acute angle is less than 90°



An obtuse angle is greater than 90°

A straight angle is exactly 180°



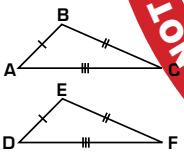
Complementary angles add up to 90°

Supplementary angles add up to 180°

One complete angle of rotation = 360°

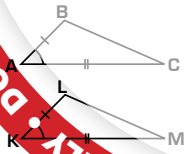
GEOMETRIC CONGRUENCE CASES

S.S.S. POSTULATE



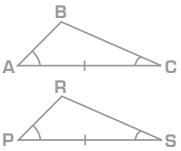
Side-Side-Side
$\triangle ABC \cong \triangle DEF$

S.A.S. POSTULATE



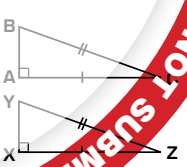
Side-Angle-Side
$\triangle ABC = \triangle KLM$

A.S.A. POSTULATE



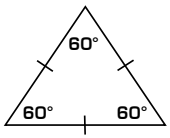
Angle-Side-Angle
$\triangle ABC = \triangle PRS$

H.S. POSTULATE (RIGHT △'S ONLY)



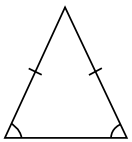
Hypotenuse-side
$\triangle ABC = \triangle XYZ$

EQUILATERAL TRIANGLE



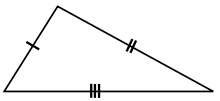
3 Sides of Equal Length
3 Angles of 60° Each

ISOSCELES TRIANGLE



2 Sides of Equal Length
2 Base Angles are Equal

SCALENE TRIANGLE



3 Unequal Sides
3 Unequal Angles

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MATHEMATICS *trigonometry*

TRIGONOMETRIC RATIOS

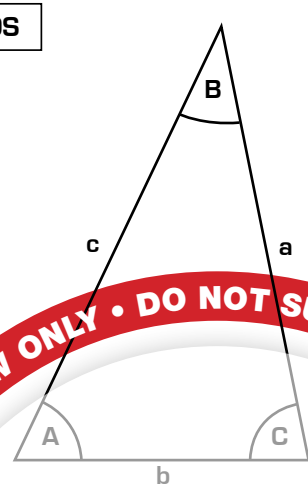
$\sin(A+B) = \sin A \cos B + \cos A \sin B$
$\sin(A-B) = \sin A \cos B - \cos A \sin B$
$\cos(A+B) = \cos A \cos B - \sin A \sin B$
$\cos(A-B) = \cos A \cos B + \sin A \sin B$

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

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

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

$\sin^2\theta + \cos^2\theta = 1$
$\cos^2\theta - \sin^2\theta = \cos 2\theta$
$\tan^2\theta + 1 = \sec^2\theta$
$\cot^2\theta + 1 = \csc^2\theta$



TRIGONOMETRIC RATIOS

Law of Sines

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

Law of Cosines

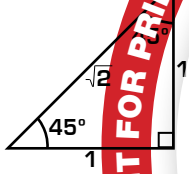
$a^2 = b^2+c^2-2bc(\cos A)$
$b^2 = a^2+c^2-2ac(\cos B)$
$c^2 = a^2+b^2-2ab(\cos C)$

Law of Tangents

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

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

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



$\sin 45° = \frac{1}{\sqrt{2}}$

$\cos 45° = \frac{1}{\sqrt{2}}$

$\tan 45° = 1$

$\sin 30° = \frac{1}{2}$ $\sin 60° = \frac{\sqrt{3}}{2}$

$\cos 30° = \frac{\sqrt{3}}{2}$ $\cos 60° = \frac{1}{2}$

$\tan 30° = \frac{1}{\sqrt{3}}$ $\tan 60° = \sqrt{3}$

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

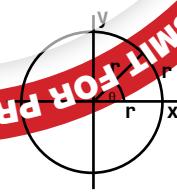
$\cos\theta = \frac{a \text{ (adjacent)}}{h \text{ (hypotenuse)}} = \frac{1}{\sec\theta}$

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

VALUES OF TRIGONOMETRIC RATIOS

θ	0	π/2	π	3π/2	2π
sinθ	0	1	0	−1	
cosθ	1	0	−1	0	1
tanθ (sin/cos)	0	∞	0	−∞	0
secθ (1/cos)	1	∞	−1	∞	1
cscθ (1/sin)	∞	1	∞	−1	∞
cotθ (1/tan)	∞	0	−∞	0	∞

note: ∞ denotes undefined or infinite



θ = 1 radian
π radians = 180°
2π radians = 360°

QUADRANTS

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

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AMENDMENT I

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

AMENDMENT II

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

AMENDMENT III

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

AMENDMENT IV

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

AMENDMENT V

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

AMENDMENT VI

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

AMENDMENT VII

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

AMENDMENT VIII

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

AMENDMENT IX

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

AMENDMENT X

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

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GEOGRAPHY *states & state capitals*

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

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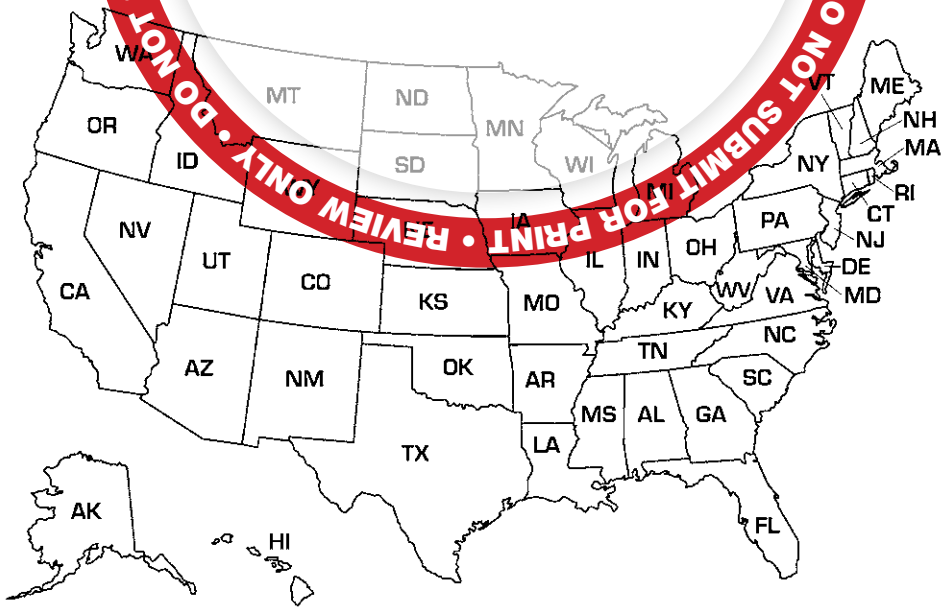

CIVICS *United States presidents*

No.	President	Party	Native State	Dates of term(s)	Vice President
{1}	*George Washington*	Unaffiliated	Virginia†	April 30, 1789-March 3, 1797	John Adams
{2}	*John Adams*	Fed.	Massachusetts†	March 4, 1797-March 3, 1801	Thomas Jefferson
{3}	*Thomas Jefferson*	Dem.-Rep.	Virginia†	March 4, 1801-March 3, 1805	Aaron Burr
	Thomas Jefferson			March 4, 1805-March 3, 1809	George Clinton
{4}	*James Madison*	Dem.-Rep.	Virginia†	March 4, 1809-March 3, 1813	George Clinton*
	James Madison			March 4, 1813-March 3, 1817	Elbridge Gerry*
{5}	*James Monroe*	Dem.-Rep.	Virginia†	March 4, 1817-March 3, 1825	Daniel D. Tomkins
{6}	*John Quincy Adams*	Dem.-Rep.	Massachusetts†	March 4, 1825-March 3, 1829	John C. Calhoun
{7}	*Andrew Jackson*	Dem.	Carolinas†	March 4, 1829-March 3, 1833	John C. Calhoun*
	Andrew Jackson			March 4, 1833-March 3, 1837	Martin Van Buren
{8}	*Martin Van Buren*	Dem.	New York	March 4, 1837-March 3, 1841	Richard M. Johnson
{9}	*William Henry Harrison**	Whig	Virginia†	March 4, 1841-April 4, 1841	John Tyler
{10}	*John Tyler*	Whig	Virginia	April 6, 1841-March 3, 1845	
{11}	*James K. Polk*	Dem.	North Carolina	March 4, 1845-March 3, 1849	George M. Dallas
{12}	*Zachary Taylor**	Whig	Virginia	March 5, 1849-July 9, 1850	Millard Fillmore
{13}	*Millard Fillmore*	Whig	New York	July 10, 1850-March 3, 1853	
{14}	*Franklin Pierce*	Dem.	New Hampshire	March 4, 1853-March 3, 1857	William R. King*
{15}	*James Buchanan*	Dem.	Pennsylvania	March 4, 1857-March 3, 1861	John C. Breckinridge
{16}	*Abraham Lincoln*	Rep.	Kentucky	March 4, 1861-March 3, 1865	Hannibal Hamlin
	*Abraham Lincoln**			March 4, 1865-April 15, 1865	Andrew Johnson
{17}	*Andrew Johnson*	Dem.	North Carolina	April 15, 1865-March 3, 1869	
{18}	*Ulysses S. Grant*	Rep.	Ohio	March 4, 1869-March 3, 1873	Schuyler Colfax
	Ulysses S. Grant			March 4, 1873-March 3, 1877	Henry Wilson*
{19}	*Rutherford B. Hayes*	Rep.	Ohio	March 4, 1877-March 3, 1881	William A. Wheeler
{20}	*James A. Garfield**	Rep.	Ohio	March 4, 1881-Sept. 19, 1881	Chester A. Arthur
{21}	*Chester A. Arthur*	Rep.	Vermont	Sept. 19, 1881-March 3, 1885	
{22}	*Grover Cleveland*	Dem.	New Jersey	March 4, 1885-March 3, 1889	Thomas A. Hendricks*
{23}	*Benjamin Harrison*	Rep.	Ohio	March 4, 1889-March 3, 1893	Levi P. Morton
{24}	*Grover Cleveland*	Dem.	New Jersey	March 4, 1893-March 3, 1897	Adlai E. Stevenson
{25}	*William McKinley*	Rep.	Ohio	March 4, 1897-March 3, 1901	Garret A. Hobart
	*William McKinley**			March 4, 1901-Sept. 14, 1901	Theodore Roosevelt
{26}	*Theodore Roosevelt*	Rep.	New York	Sept. 14, 1901-March 3, 1905	
	Theodore Roosevelt			March 4, 1905-March 3, 1909	Charles W. Fairbanks
{27}	*William H. Taft*	Rep.	Ohio	March 4, 1909-March 3, 1913	James S. Sherman*
{28}	*Woodrow Wilson*	Dem.	Virginia	March 4, 1913-March 3, 1917	Thomas R. Marshall
	Woodrow Wilson			March 4, 1917-March 3, 1921	
{29}	*Warren G. Harding**	Rep.	Ohio	March 4, 1921-August 2, 1923	Calvin Coolidge
{30}	*Calvin Coolidge*	Rep.	Vermont	August 3, 1923-March 3, 1925	
	Calvin Coolidge			March 4, 1925-March 3, 1929	Charles G. Dawes
{31}	*Herbert Hoover*	Rep.	Iowa	March 4, 1929-March 3, 1933	Charles Curtis
{32}	*Franklin D. Roosevelt*	Dem.	New York	March 4, 1933-January 20, 1937	John N. Garner
	Franklin D. Roosevelt			Jan. 20, 1937-Jan. 20, 1941	
	Franklin D. Roosevelt			Jan. 20, 1941-Jan. 20, 1945	Henry A. Wallace
	*Franklin D. Roosevelt**			Jan. 20, 1945-April 12, 1945	Harry S. Truman
{33}	*Harry S. Truman*	Dem.	Missouri	April 12, 1945-Jan. 20, 1949	
	Harry S. Truman			Jan. 20, 1949-Jan. 20, 1953	Alben W. Barkley
{34}	*Dwight D. Eisenhower*	Rep.	Texas	Jan. 20, 1953-Jan. 20, 1957	Richard M. Nixon
	Dwight D. Eisenhower			Jan. 20, 1957-Jan. 20, 1961	
{35}	*John F. Kennedy**	Dem.	Massachusetts	Jan. 20, 1961-Nov. 22, 1963	Lyndon B. Johnson
{36}	*Lyndon B. Johnson*	Dem.	Texas	Nov. 22, 1963-Jan. 20, 1965	
	Lyndon B. Johnson			Jan. 20, 1965-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.
	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

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

ORDER OF PRESIDENTIAL SUCCESSION

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

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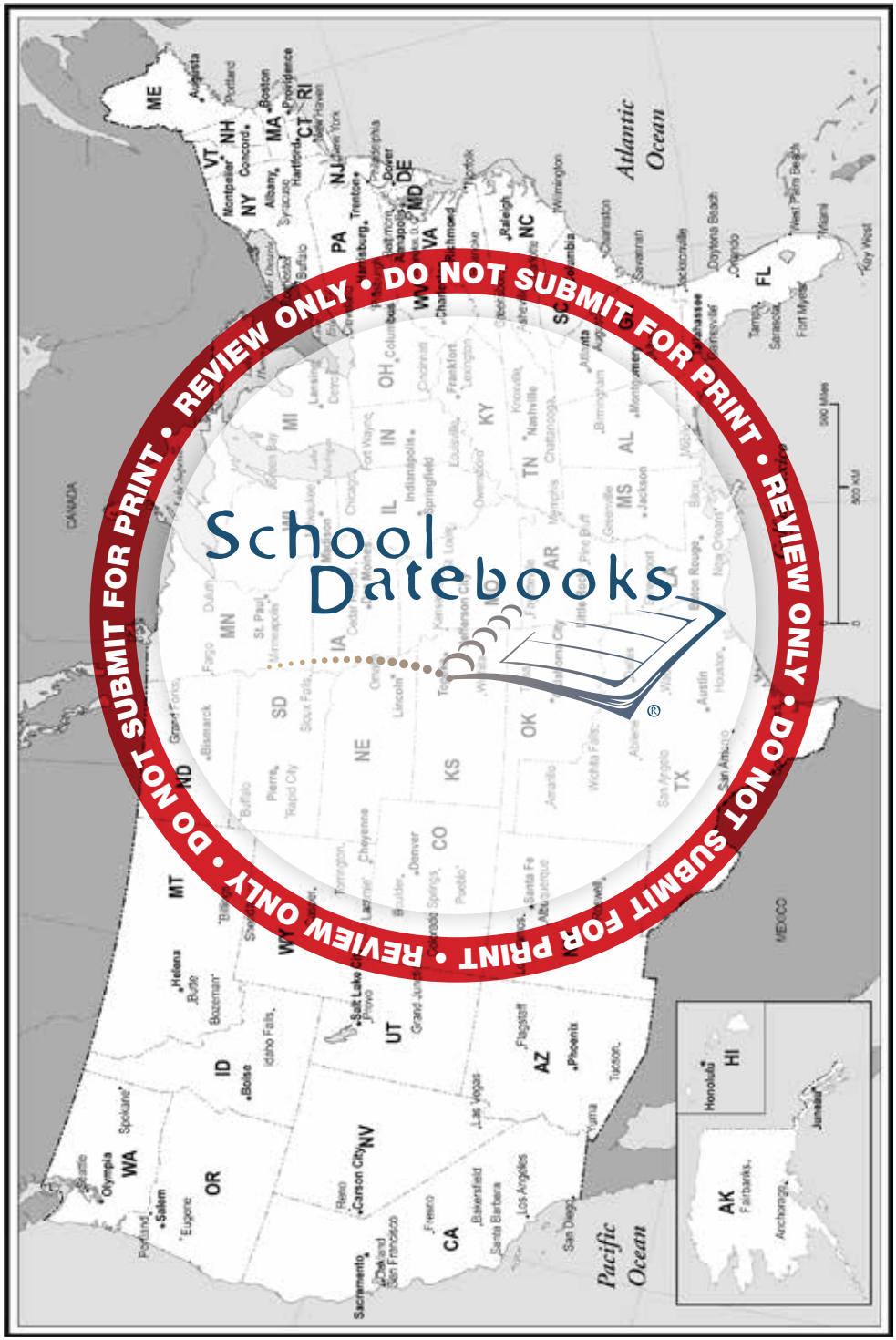
GEOGRAPHY *United States map*



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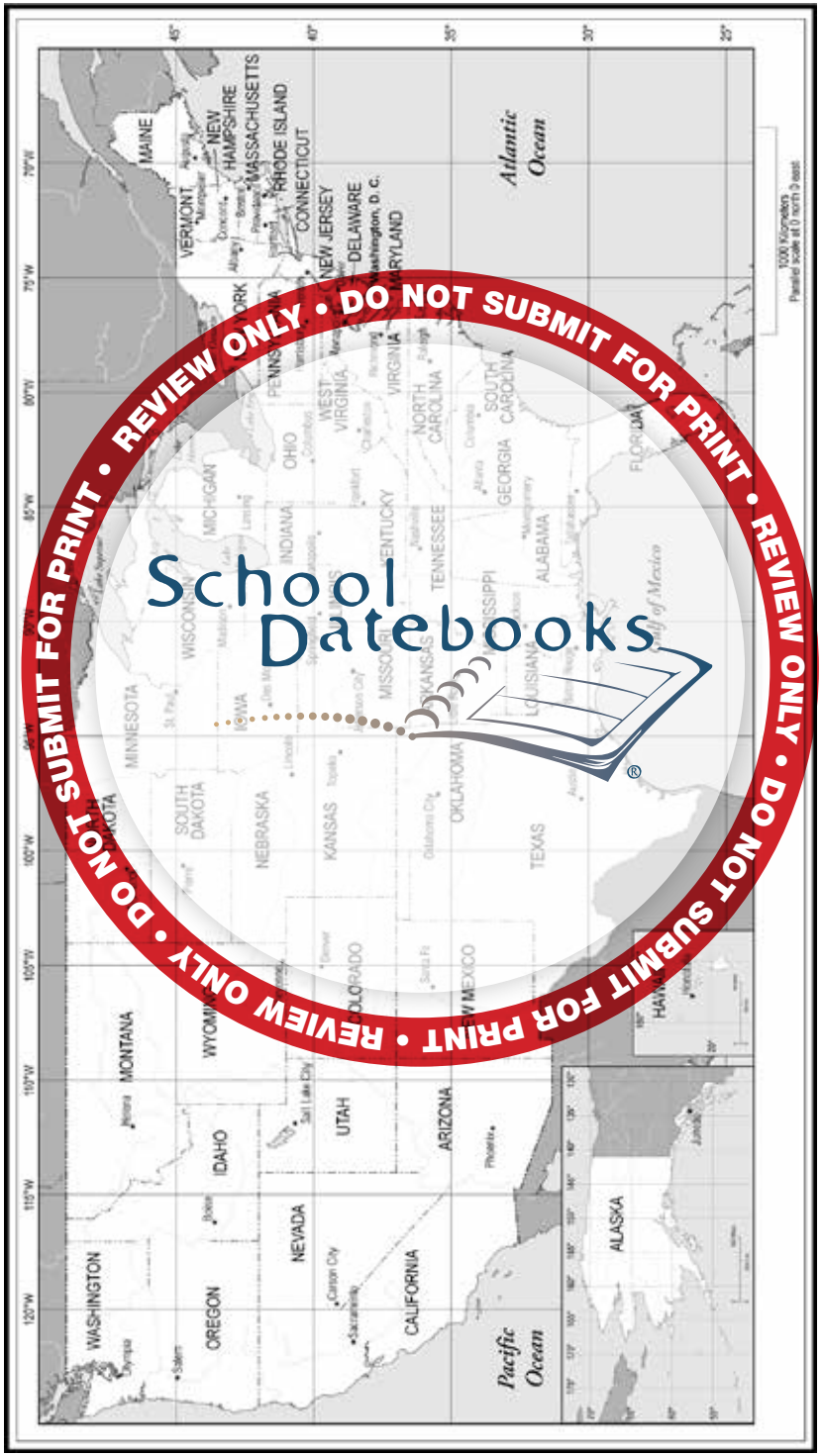
GEOGRAPHY *United States map with longitude & latitude*



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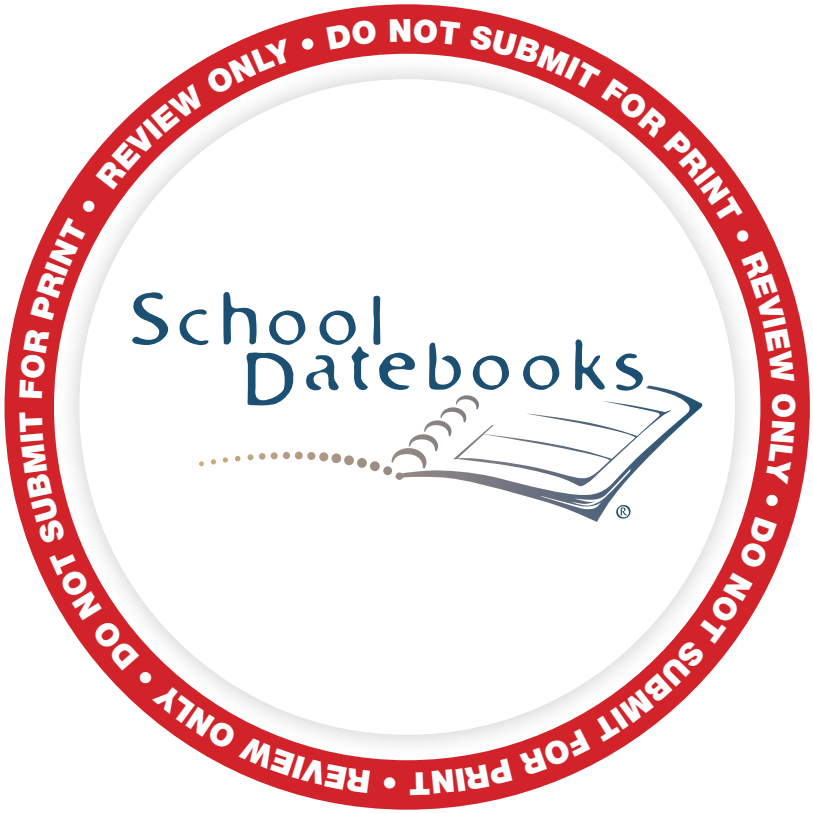
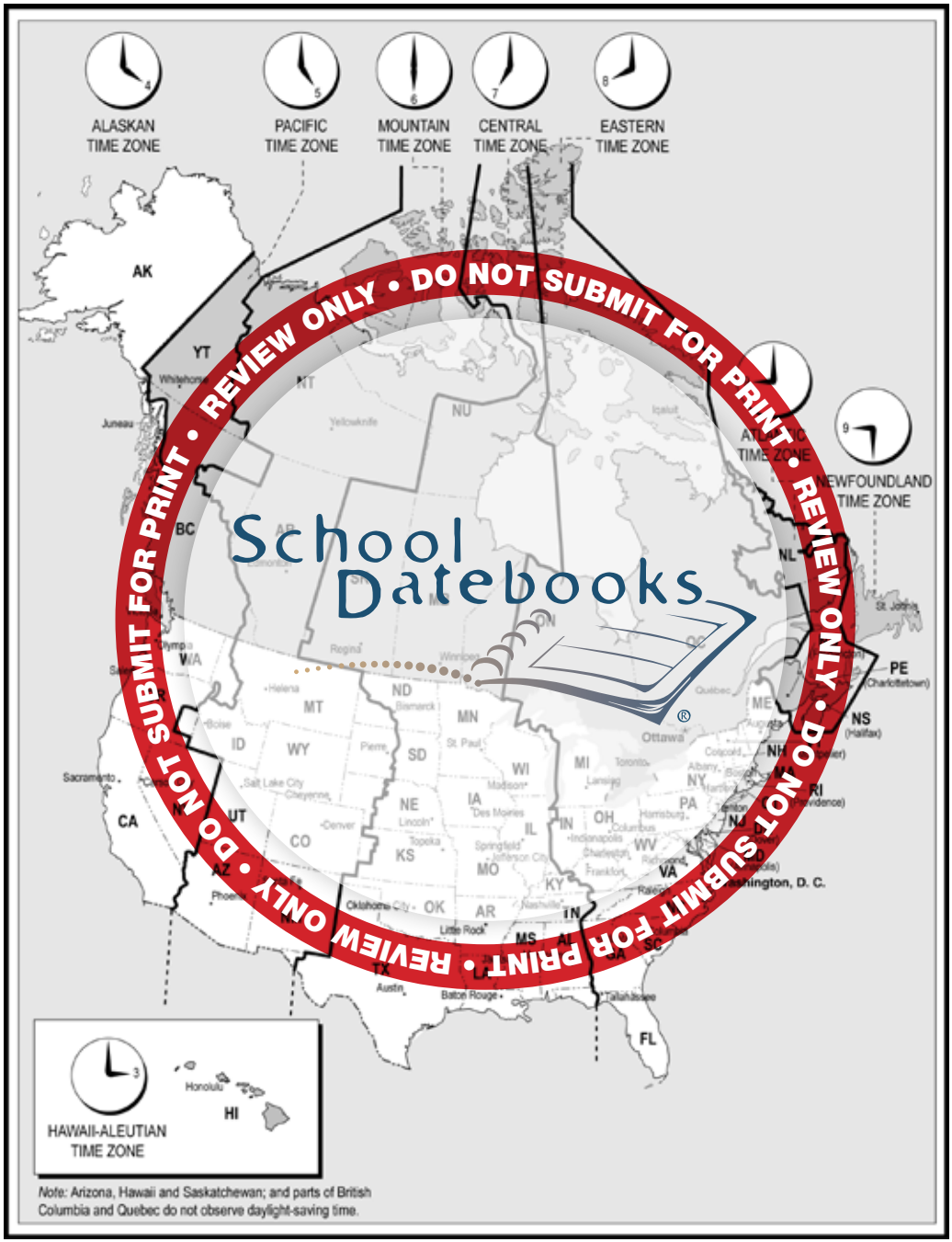
INSERT STATE MAP



GEOGRAPHY *U.S. & Canada time zones*



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Be kind to your mother

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

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

→ Five recycled 2-liter plastic bottles can produce enough fiberfill stuff a ski jacket.

→ Everyone in the world could hold 6 picnics based on the number of plates and cups Americans throw away each year.

→ Manufacturing a standard disposable battery takes 50 times more power than it produces. Solution: use rechargeable batteries.

→ Just one quart of motor oil can pollute 250,000 gallons of drinking water.

→ 100,000 marine mammals die each year from eating or becoming entangled in plastic debris.

→ Every year, Americans toss away enough office and writing paper to build a 12-foot-high wall spanning the miles between New York City and Los Angeles.

A few enviro-tips

Never litter. Ever.

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

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

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

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

Wash it. *Use real silverware and dishes instead of disposable ones.*

Opt for email. save paper.

Be smart when you shop. *Some companies have found more enviro-friendly ways to make their products. Patagonia, an outdoor outfitter, makes its synthetic fleece from recycled two-liter bottles instead of crude oil. The program has saved enough fuel to fill the gargantuan Chevy Suburban's 40-gallon gas tank 10,000 times.*

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

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

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ENVIRONMENTAL AWARENESS *recycling*

FACTS

- The normal faucet flow is around 3-5 gallons of water per minute.
- Showers can account for up to 32% of home water use.
- 280 million tires are discarded every year in the United States.
- Polystyrene foam is not biodegradable. In simple terms, the foam cup you throw away today will still be sitting there 500 years from now.
- When motor oil is not disposed of properly, it can seep into the ground and contaminate drinking water. Just one quart of motor oil can pollute 250,000 gallons of drinking water.
- An aluminum can that is not recycled will still litter the earth almost 500 years later.
- The average office worker throws away about 180 lbs. of recyclable paper every year.
- Hot dogs last up to 20-25 years in a landfill.
- 70% of the trash that people throw away can be recycled.
- Each person throws away an average of 1,460 pounds of garbage each year.
- Americans throw away enough aluminum every three months to rebuild the entire commercial air fleet.

WHAT CAN BE RECYCLED?

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

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

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

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drugs are a downer

DO:

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

Ignore drug use, hoping it will go away.

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

Smoking is a drag.

There's nothing attractive or noble about yellow teeth, a nasty cough, cancer, smelly clothes, and smoker's breath. And you can be sure that hacking up phlegm is a turnoff. The younger you are when you start smoking, the more likely it is that you'll become a habitual smoker and that you'll suffer from some sort of smoking-related illness, says the Centers for Disease Control.

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

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

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

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

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

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

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

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What would® YOU do with $700?

The Surgeon General says that the typical smoker spends about $700 annually for cigarettes. What could you do with that much money? Well, you could:

* See at least one movie per week, every week of the year.
* Buy about 40 large pizzas.
* Put a pretty good dent in the price of a new game system, tablet, or laptop.
* Go on an awesome spring break and still have spending money.
* Have about $20,000 or so for college, if, years K-12, your parents had put $700 a year in a savings account bearing 5% interest.

FACT AND FICTION:

Substances and your body

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

Alcohol

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

Drinking…

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

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

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

Learn More At: http://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/alcohol-facts-and-statistics

Tobacco

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

Tobacco…

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

…has tons of harmful chemicals. 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.

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

Illegal Drugs…

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

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

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

Learn More At: https://www.samhsa.gov/find-help/atod

"Addiction" Defined:

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

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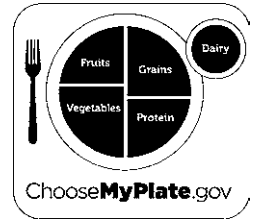
DIETARY GUIDELINES	RECOMMENDATIONS FOR DAILY FOOD CHOICES



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

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

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

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

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

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

Find your balance between food and physical activity

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

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

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

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

1	2	3
CHECK	**CALL**	**CARE**
→ Check the scene for safety. → Check the victim for consciousness, breathing, pulse, and bleeding.	→ Dial 9-1-1 or local emergency number. Be prepared to give the dispatcher the exact address or location of the emergency.	→ Care for the victim.

Always care for life-threatening conditions first. If there are none:

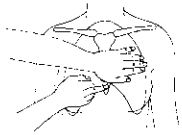
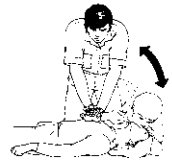
→ Watch for changes in the victim's breathing or consciousness.
→ Keep the victim from getting chilled or overheated.
→ Help the victim rest comfortably.
→ Reassure the victim.

If victim is unable to speak, cough, or breathe	**If victim is not breathing**
Give abdominal thrusts (if person is conscious)	CPR rescue breathing
Place fist just above the navel and give quick, upward thrusts until object obstructing their breathing is removed.	*Tilt head back and lift chin.* *Pinch nose shut. Give one slow breath about every 5 seconds.*

If air won't go in – Give abdominal thrusts

Give up to 5 abdominal thrusts.	*Look for and clear any object from mouth.*	*Tilt head back and reattempt breaths. Repeat steps until breaths go in.*

If not breathing and no pulse – Give CPR

 *Find hand position on center of breastbone.*	 *Compress chest 30 times. Give 2 slow breaths. Repeat sets of compressions and breaths until ambulance arrives.*

Courtesy of: American Red Cross

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GENERAL CRISIS

7 Cups of Tea	Online listeners	www.7cups.com
Boys Town Hotline (24 hrs.)	800-448-3000	www.boystown.org
Crisis Call Center (National Suicide Prevention Lifeline) (24 hrs.)	800-273-8255	www.crisiscallcenter.org
I'm Alive (Online Crisis Network)	Online chat	www.imalive.org
Lifeline Crisis Chat (National Suicide Prevention Lifeline) (24 hrs.)	Online chat	suicidepreventionlifeline.org
National Center for Missing and Exploited Children (24 hrs.)	800-843-5678	www.missingkids.com
National Runaway Safeline (24 hrs.)	800-RUNAWAY	www.1800runaway.org
Teen Line	800-852-8336	www.teenlineonline.org
Youth America Hotline | Your Life Counts	[illegible]-8454	www.yourlifecounts.org

ALCOHOL/SUBSTANCE ABUSE

Al-Anon/Alateen (For Families and Friends of Problem Drinkers)	888-4AL-ANON	www.al-anon.alateen.org
Alcoholics Anonymous	212-870-3400	www.[illegible].org
American Council on Alcoholism	800-527-5344	www.r[illegible]erymonth.com
Narcotics Anonymous	818-773-9999	www.na.org
National Institute on Alcohol Abuse and Alcoholism	niaaaweb-r@exchange.nih.gov	www.niaaa.nih.gov

ABUSE/HEALTH INFO

American Heart Association	800-AHA-USA-1	www.heart.org
CDC National HIV/AIDS Contact Center	800-CDC-INFO	www.cdc.gov/hiv
CDC National STD Contact Center	800-CDC-INFO	www.cdc.gov/std
National Cancer Institute	800-4-CANCER	www.cancer.gov
Childhelp National Child Abuse Hotline (24 hrs.)	800-4-A-CHILD	www.childhelp.org
National Organization for Rare Disorders	800-999-6673	www.rarediseases.org
Office on Women's Health	800-994-9662	www.womenshealth.gov
American Association of Poison Control Centers (24 hrs.)	800-222-1222	www.aapcc.org
Rape, Abuse and Incest National Network (RAINN) (24 hrs.)	800-656-HOPE	www.rainn.org
Youth Violence Prevention	800-CDC-INFO	www.cdc.gov/violenceprevention

MENTAL HEALTH

Depression and Bipolar Support Alliance Helpline	800-826-3632	www.dbsalliance.org
Mental Health America	800-969-6642	www.mentalhealthamerica.net
National Alliance on Mental Illness Information Helpline	800-950-NAMI	www.nami.org
National Mental Health Consumers' Self-Help Clearinghouse	selfhelpclearinghouse@[illegible].com	www.mhselfhelp.org
National Eating Disorders Association Helpline	[illegible]-2237	www.nationaleatingdisorders.org
SAFE Alternatives (Self Abuse Finally Ends)	800-DONT-CUT	www.selfinjury.com

SEXUAL ORIENTATION/GENDER IDENTITY

Lesbian, Gay, Bisexual and Transgender National Youth Talkline	800-246-7743	www.glbthotline.org/talkline
LYRIC (Center for LGBTQQ Youth)	415-703-6150	www.lyric.org
The Trevor Project Lifeline (LGBTQ Ages 13-24) (24 hrs.)	866-488-7386	www.thetrevorproject.org

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

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BREAKFAST

Who Needs It?

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

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

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

Quick Takes

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

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

Two for the Price of One

Mornings are busy enough, but you can double up.

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

"All happiness depends on a leisurely breakfast."
— John Gunther

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

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BREAKFAST

Myths & Facts

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

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

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

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

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

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

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

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

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

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

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

What's on the World's Menu?

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

Algeria: French bread

Argentina: Ham and cheese tostado

Australia: Eggs, sausage, and tomatoes

Bulgaria: Yogurt

China: Rice dumplings

Italy: Bread and jam

Japan: Rice and seafood

Netherlands: Poached eggs, green herring

Philippines: Garlic fried rice, eggs

Russia: Black bread, sausage

Scotland: Oatcakes, scones

Spain: Roll with butter and jam

Turkey: White cheese, tomatoes, black olives, bread

Wales: Laverbread (from seaweed) and cockles

What's on Your Menu?

This morning I ate _____ .

Tomorrow, I'm going to eat

_____ .

My favorite weekday breakfast is

_____ .

My favorite weekend breakfast is

_____ .

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POSTURE

Lighten Your Backpack

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

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

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

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

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

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

Too Much Weight on Your Back?

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

Watch for these weighty and maybe unnecessary items:

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

What's in Your Backpack?

Items I've got to carry every day:

_____

_____

_____

_____

_____

_____

Weigh In

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

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SLEEP

Getting Enough ZZZs?

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

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

Late Nights Natural for Teens

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

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

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

— Friedrich Nietzsche

Training for Sleep

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

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

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

Too Little Sleep Takes Its Toll

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

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

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SLEEP

True or False?

I'm a night person; no changing that.

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

I catch up on my sleep on the weekend.

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

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

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

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

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

"Take rest; a field that has rested gives a bountiful crop."
— Publius Ovid Naso

Animals Need Sleep, Too

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

THE SHORT SNOOZERS:

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

THE REAL SLEEPERS:

- Dog ■ 10.6 hours
- Cat ■ 12.1 hours
- Tiger ■ 15.8 hours
- Python ■ 18 hours

Asleep and Awake Records

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

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

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STRESS

Life Spinning Out of Control?

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

Juggling It All

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

Stop, Breathe

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

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

Accept That Life Happens

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

Avoid Stressful Situations

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

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

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STRESS

Signs of Stress

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

Chill Out!

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

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

— William James

What Causes Your Stress?

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

_____

_____

_____

_____

How Will You De-stress?

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

_____

_____

_____

_____

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WATER

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

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

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

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

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

Tips for Drinking More Water

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

How Much Water Do You Need?

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

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

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

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

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WATER

Your Body's Full of Water

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

Where is all that water?

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

Water's Benefits

Water is indeed all it's cracked up to be. Consider that water

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

Another important benefit: Water is free!

Too Little Water Spells Trouble

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

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

My Water Log

I drank water today®

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

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

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ONLINE SAFETY

BE SMART! BE RESPECTFUL! BE SECURE!

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

Be Smart!

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

Be Respectful!

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

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

Be Secure!

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

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

HAVE YOU OR SOMEONE YOU KNOW ...

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

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

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

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

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INTERNET SAFETY RULES

Middle School ▪ High School

1 I WILL THINK BEFORE I POST.

I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as

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

2 I WILL RESPECT OTHER PEOPLE ONLINE.

I will not

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

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

I agree to

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

4 I WILL PROTECT MYSELF ONLINE.

If someone makes me feel uncomfortable or if someone is rude or offensive, I will

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

SIGNED _____

SIGNED _____

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

Watch videos and play games at NSTeens.org

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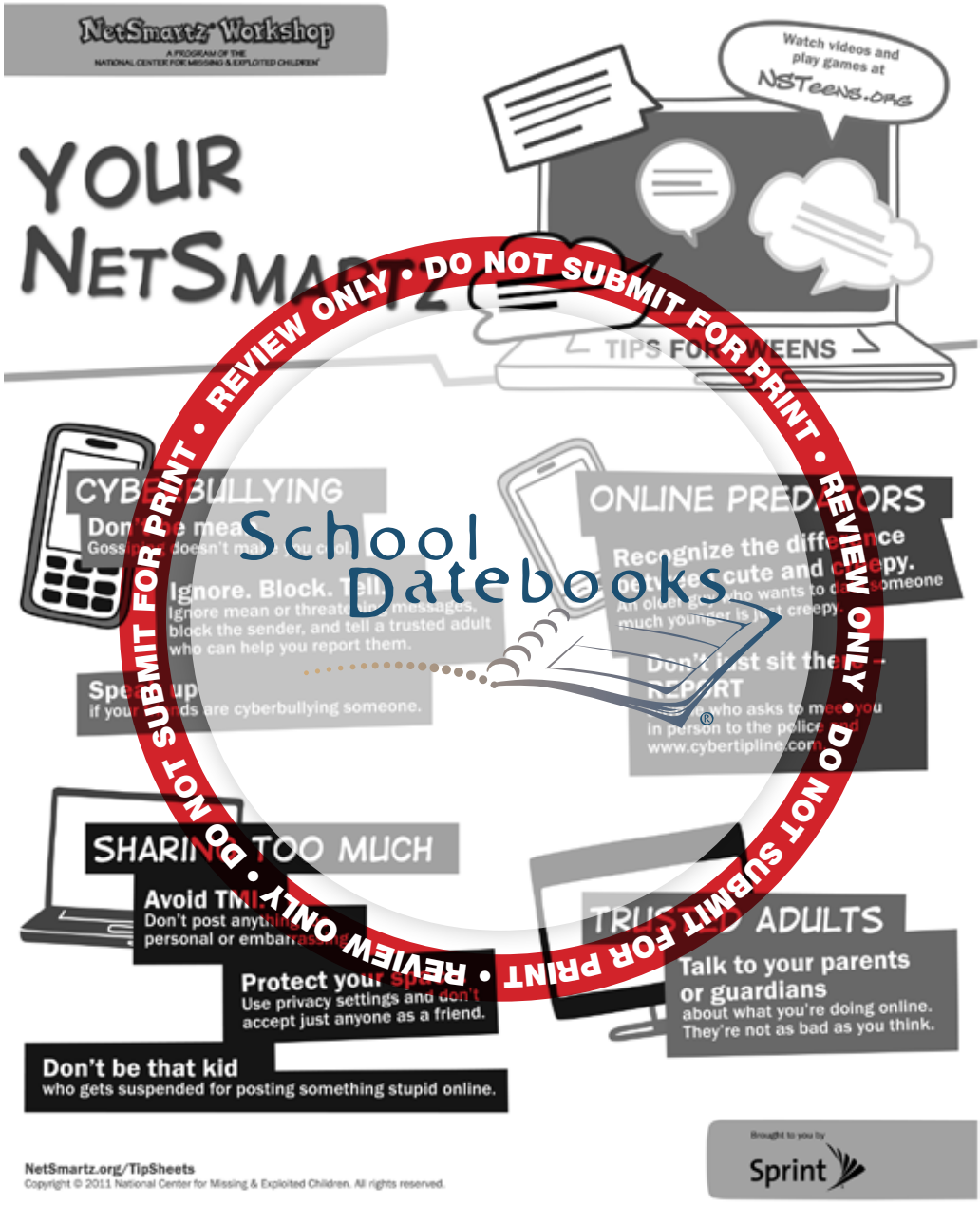

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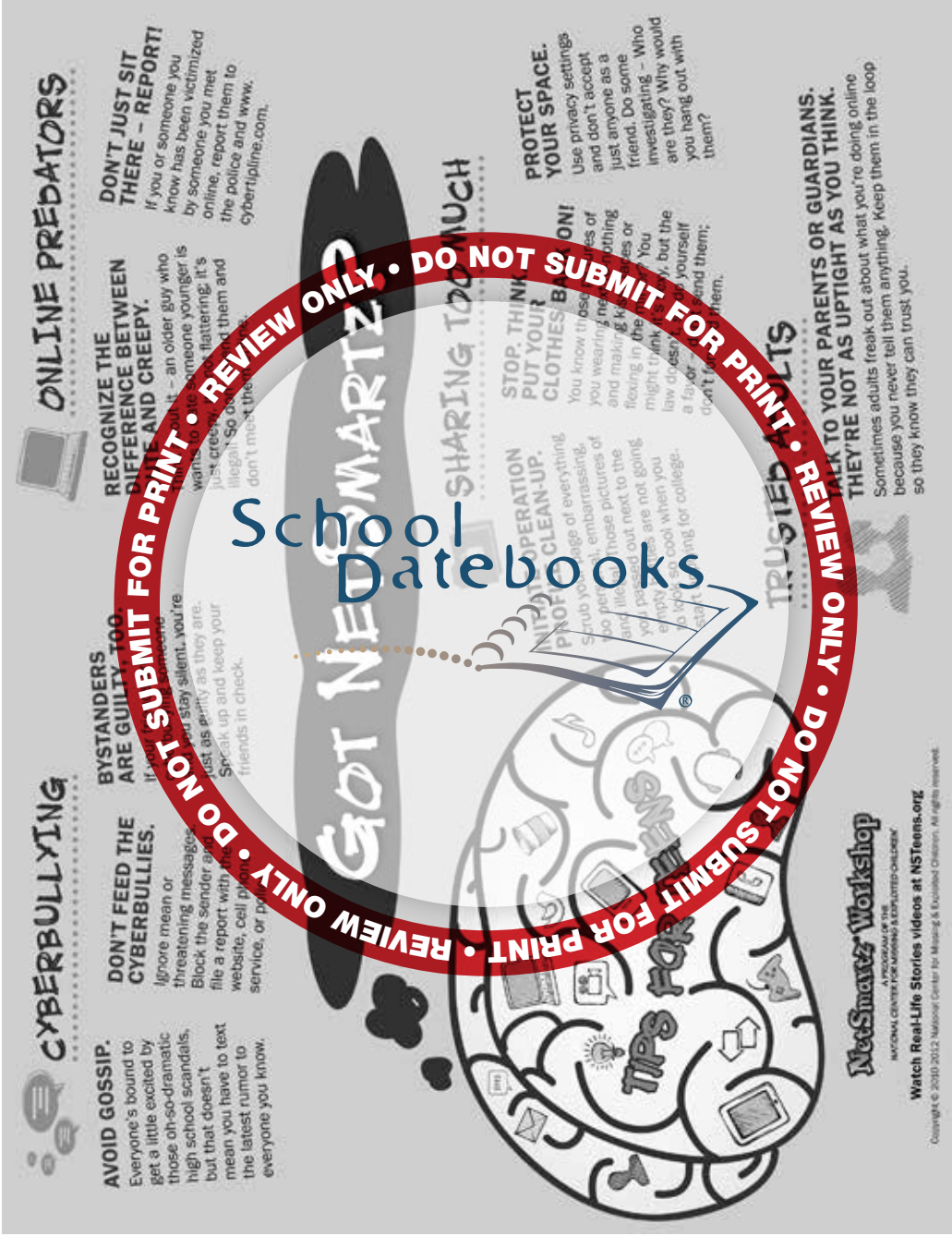

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THE FOLLOWING CHECKLIST CAN HELP YOU TAKE STEPS TO KEEP YOURSELF SAFER ONLINE.

- **CHECK YOUR COMMENTS AND IMAGES.**
  Have you posted anything inappropriate or illegal, like threats, nudity, alcohol, or drugs?

- **TALK TO YOUR FRIENDS ABOUT WHAT'S OK TO POST.**
  Agree that you won't post embarrassing or hurtful comments or images of each other. Be clear that you'll delete, or if needed, report – any posts that are inappropriate, illegal, or threatening or could get you in trouble.

- **REVIEW YOUR ACCOUNT SETTINGS.**
  Go through each option slowly. Always ask yourself – *what is on my profile and who can see it?*

- **KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.**
  These are the people who can see, share, and comment on what you post so you want to be sure you can trust them. Block and report anyone who makes harassing, threatening, or inappropriate comments.

- **KEEP AN EYE ON 3RD PARTY APPS.**
  Some of these apps will give companies access to your personal information. Always read the fine print before deciding to add one.

- **DON'T FORGET MOBILE.**
  When you use mobile devices like smartphones and tablets to post something or check in, you could be sharing your location. Check your settings to make sure you're only sharing what you want to.

- **REPORT.**
  You have the right to be safe online. If anyone cyberbullies you, make a report to the website or app. If anyone shares or asks you to share sexual messages or images, make a report to **www.CyberTipline.com.**

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NetSmartz® Workshop

For more resources visit NSTEENS.ORG

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tips to prevent SEXTING TEENS

NetSmartz.org/TipSheets

THINK ABOUT THE CONSEQUENCES

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

NEVER TAKE

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

BEFORE HITTING SEND

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

IF YOU FORWARD

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

IF ANYONE PRESSURES

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

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Watch Real-Life Stories at NSTEENS.ORG

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EVALUATING INTERNET SOURCES

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

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

Evaluate the WEBSITE

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

Reliable	? Check carefully
.edu: a school, college, or university	.com: a commercial business
.gov: a government agency	.net: a network
	.org: an advocacy group

☐ **Is it easy to navigate?** A reliable website will make it easy to find what you need.

☐ **Are there a lot of errors?** Spelling and grammar mistakes probably mean it's not trustworthy.

Evaluate the AUTHOR

☐ **Is there an author listed?** The author should be easy to identify and contact.

☐ **Are they an expert?** The author should be qualified to write about this subject.

☐ **What else have they published?** An author is more reliable if they have published other works.

Evaluate the INFORMATION

☐ **Is it current and accurate?** The information should be up to date and include references.

☐ **Can you find it on other sites?** Make sure the information appears in other reliable sources, including websites, books, and articles.

☐ **Is it fact or opinion?** Be sure to note when you're using someone's opinion and when you're using proven facts.

Hint

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

NetSmartz.org/TipSheets

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AASL
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IDENTIFYING UNHEALTHY RELATIONSHIPS:
HOW TO PREVENT EXPLOITATION AND TRAFFICKING

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

Red Flags for Unhealthy Relationships:

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

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

Here are some important definitions and tips:

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

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

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

CYBER TIPLINE: www.cybertipline.org
- If an adult or older teen sends you sexual images or videos of a minor, report it online here.

HUMAN TRAFFICKING HOTLINE: 1-888-373-7888
- Call the number above or text "HELP" to 233733 to report suspected cases of human trafficking.

LOVE IS RESPECT HOTLINE: 1-866-331-9474
- Call the number above or text "LOVEIS" to 22522 to talk with someone about dating violence and healthy relationships.

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TIPS FOR IMPROVING YOUR MEMORY

{1} Keep notes, lists, and journals to jog your memory.

{2} Decide what is most important to remember by looking for main ideas.

{3} Classify information into categories. Some categories may be:

- **a.** Time – summer, sun, swimming, hot
- **b.** Place – shopping center, stores, restaurants
- **c.** Similarities – shoes, sandals, boots
- **d.** Differences – mountain, lake
- **e.** Wholes to parts – bedroom, bed, pillow
- **f.** Scientific groups – Flowers, carnation, rose

{4} Look for patterns. Try to make a word out of the first letters of a list of things you're trying to remember. You also could make a sentence out of the first letters of the words you need to remember.

{5} Associate new things you learn with what you already know.

{6} Use rhythm or make up a rhyme.

{7} Visualize the information in your mind.

- **a.** See the picture clearly and vividly.
- **b.** Exaggerate and enlarge things.
- **c.** See it in three dimensions.
- **d.** Put yourself into the picture.
- **e.** Imagine an action taking place.

{8} Link the information together to give it meaning.

{9} Use the information whenever you can. Repetition is the key to memory.

TIPS FOR TAKING STANDARDIZED TESTS

{1} *Concentrate.* Do not talk or distract others.

{2} *Listen carefully to the directions.* Ask questions if they are not clear.

{3} *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.

{4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.

{5} *Read all of the possible answers* for each question before choosing an answer.

{6} *Eliminate any answers that are clearly wrong,* and choose from the others. Words like always and never often signal that an answer is false.

{7} *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.

{8} *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.

{9} *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!

{10} *Use all of the time allotted* to check and recheck your test.

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SUCCESS SKILLS *listening & homework skills*

LISTENING SKILLS

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

To help develop listening skills:

- *Approach the classroom ready to learn;* leave personal problems outside the classroom. Try to avoid distractions.
- *Even if you do not sit close to the teacher,* focus your attention directly on them.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate;* ask for clarification when you do not understand.
- *Take notes.*
- *Listen* for key words, names, events, and dates.
- *Don't make hasty judgments;* separate fact from opinion.
- *Connect what you hear* with what you already know.

HOMEWORK SKILLS

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

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SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized. Other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline their key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as well as prepare for tests.
- Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
- Make sure your notes summarize, not duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.

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THE SUCCESSFUL STUDENT'S

BAG OF SKILLS

LAUDABLE LISTENING

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

HEALTHY HOMEWORK SKILLS

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

NOTABLE NOTETAKING

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

A MEMORABLE MEMORY

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

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

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WINNERS NEVER CHEAT. CHEATERS NEVER WIN.

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

But the bottom line is **nobody wins when they cheat.**

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What happens when you actually need to know the answer? Don't be fooled, someday it will come back to haunt you.

Cheaters:

MISS OUT ON LEARNING THE MATERIAL AND EVENTUALLY FIND THEMSELVES IN OVER THEIR HEAD.

UNDOUBTEDLY FEEL BADLY ABOUT CHEATING, WHETHER THEY WANT TO ADMIT IT OR NOT.

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

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

PLAN TO GET AHEAD!

People don't succeed because they're lucky. They succeed because they set goals and work toward those goals.

They plan for success, and they follow these four strategies to succeed:

1 Organization

Use this datebook to write down all the homework, projects, and events for which you're responsible. Also, ensure you have all the information and tools to complete your school work correctly and on time.

2 Time Management

Managing your time wisely ensures you have the time to do both what you need to do and what you want to do. Three keys:

– Set aside specific times for routine tasks (e.g., homework and household chores).
– Map out time for everything you have to do, such as travel to school, attend team practices, and go to your part-time job.
– Build in some flexibility. Some things may take more or less time than you expect. Plan on it!

3 Setting Priorities

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

4 Setting Goals

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

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

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BASIC RÉSUMÉ WRITING

The Functional Résumé Format

The functional format is useful for graduating high school or college students who do not have extensive job experience.

This type of résumé emphasizes skills and accomplishments achieved in school activities, internships, and in life.

These are the 5 basic parts:

{1} **Header:** your name, address, phone number, email address.

{2} **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).

{3} **Qualifications:** a brief list or statement highlighting your background, your strengths and what you want your employer to know about you. This can be optional.

{4} **Skills/Achievements:** a description of your abilities, accomplishments, and areas of experience. These can also be grouped under headings, such as *Office Skills, Technical Experience,* or *Planning/Organization.*

{5} **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

Remember:

- Use only one or two typefaces in the design of your résumé.
- Use short phrases instead of long sentences and paragraphs.
- Line up all headings to keep your résumé looking clean and professional.
- Use good quality paper; A neutral color, such as white or ivory, is recommended.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, health, religion, or hobbies.
- Do not use the word *résumé* at the top of the page.
- Keep your résumé to one page.
- Have a list of references (names, company names, phone numbers) ready to give if requested.

Use Action Words to Describe Skills

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

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SAMPLE RÉSUMÉ

Joe Anybody

1234 Oak Street
Anytown, IN 46503
555-555-1212
j.anybody@e-mail.com

OBJECTIVE

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

QUALIFICATIONS

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

TECHNICAL SKILLS

- Self-taught in computer graphics and illustration programs
- Illustrated school newspaper with my own clip art
- Assisted in design of school website for 1.5 years
- Experience with Microsoft Office
- Knowledgeable in both Windows and Mac computer systems

EDUCATION

- West Central High School (Graduating in May 2019)

MEMBERSHIPS

- Computer Club
- Students Against Destructive Decisions (SADD)
- Honor Roll

REFERENCES

- *Available upon request*

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SUCCESS SKILLS *plan for success*

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

{1} Organization – Getting organized is the first step to success.

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

{2} Time Management – Managing time wisely will help ensure that you have the opportunity to do both the things you *need* to do and the things you *want* to do.

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

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

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

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

- *Be specific.* List specific goals for each academic subject. Also list goals for other school and home activities.
- *Set time limits.* Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
- *Set realistic goals.* For example, if math has always been difficult for you, don't aim for an "A" in Algebra at the beginning of the year. If you usually get a "C-" in math, you may want to begin by setting a short-term goal of "C+" or "B-". Reaching that first short-term goal will give you the confidence to raise your goal for the next test or the next grading period.
- *Draw up a step-by-step plan* of action for reaching each goal; then go for it!
- *Write your goals down,* and put them in several places (your locker, your datebook, your bulletin board) so you will see them several times a day.
- *Share your goals with others* – your parents, teachers, good friends, etc. They can give you encouragement.
- *Keep at it!* Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
- *Reward yourself* when you reach a goal.

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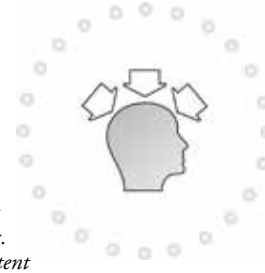
PREPARING FOR COLLEGE



The College Application Process

{1} *The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.*

{2} *Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do not let a class slip because it does not interest you. Colleges look for a consistent performance in all subjects.*

{3} *Take the SAT or ACT in time to include scores on your college applications.*

{4} *Look at as many potential colleges as possible. Do not limit your choices.*

{5} *Visit as many campuses as possible and talk to students, staff, and the office of admissions while at the college.*

{6} *Send applications to prospective colleges beginning in early fall of your senior year. You can obtain applications and information in the guidance office or online at university and college websites.*

{7} *Fill out any potential scholarship forms and send them to the appropriate personnel.*

{8} *Allow at least two weeks for your counselor to process your applications.*

{9} *Many schools will respond to your application within four to six weeks.*

Steps for Juniors

{1} *Talk to your counselor about filling out your junior year class schedule with coursework in English, foreign language, social studies, science, and mathematics. It is recommended that students take as many mathematics courses as possible.*

{2} *Colleges are looking for well-rounded students in the arts, business, drama, and speech.*

{3} *Find out when potential universities are visiting your school or when your school is going on visits to potential colleges.*

{4} *It is best to visit campuses when classes are in session. (Not spring break, Christmas or any major holiday.)*

{5} *Take a course that prepares you for the SAT or ACT.*

{6} *At the beginning of your junior year, take the PSAT exam to practice for the SAT.*

{7} *Take the SAT or ACT in the spring of your junior year. If you feel the score does not reflect your ability, retake the exam during your senior year.*

{8} *Start applying for any scholarships you feel you are qualified.*

{9} *If you know your intended field of study in college, schedule your senior year with an emphasis in that area.*

{10} *Plan to visit as many colleges during the summer as possible.*

Steps for Seniors

{1} *Attend as many college fairs as possible in your local area.*

{2} *Visit as many institutions and universities as possible. It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)*

{3} *When visiting colleges, meet with the admissions office, and financial aid office, as well as speak with professors in your intended field of study.*

{4} *Talk to older friends and students about that particular college or university.*

{5} *Ensure that your SAT or ACT scores meet the requirments of the colleges and universities that interest you. If necessary, retake the entrance exams.*

{6} *Make a list of admission deadlines at the colleges you are interested in attending.*

{7} *Submit completed college applications to your guidance counselor, and be sure to include any application fees.*

{8} *File a financial aid form.*

{9} *Inquire about any available scholarships, and be sure to meet the appropriate requirements and deadlines.*

{10} *Keep a file of any correspondence from potential colleges for future reference.*

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SUCCESS SKILLS *keeping a monthly budget*

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

- When dining out with friends, don't order a soda; drink water instead.
- Skip costly coffeehouses and brew your own at home.
- Save money on gas and parking by walking to class or carpooling with pals.
- Many communities offer paying recycling programs, so cash in those cans.
- Consider trimming "extras" that add up, such as streaming services or eating out.

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

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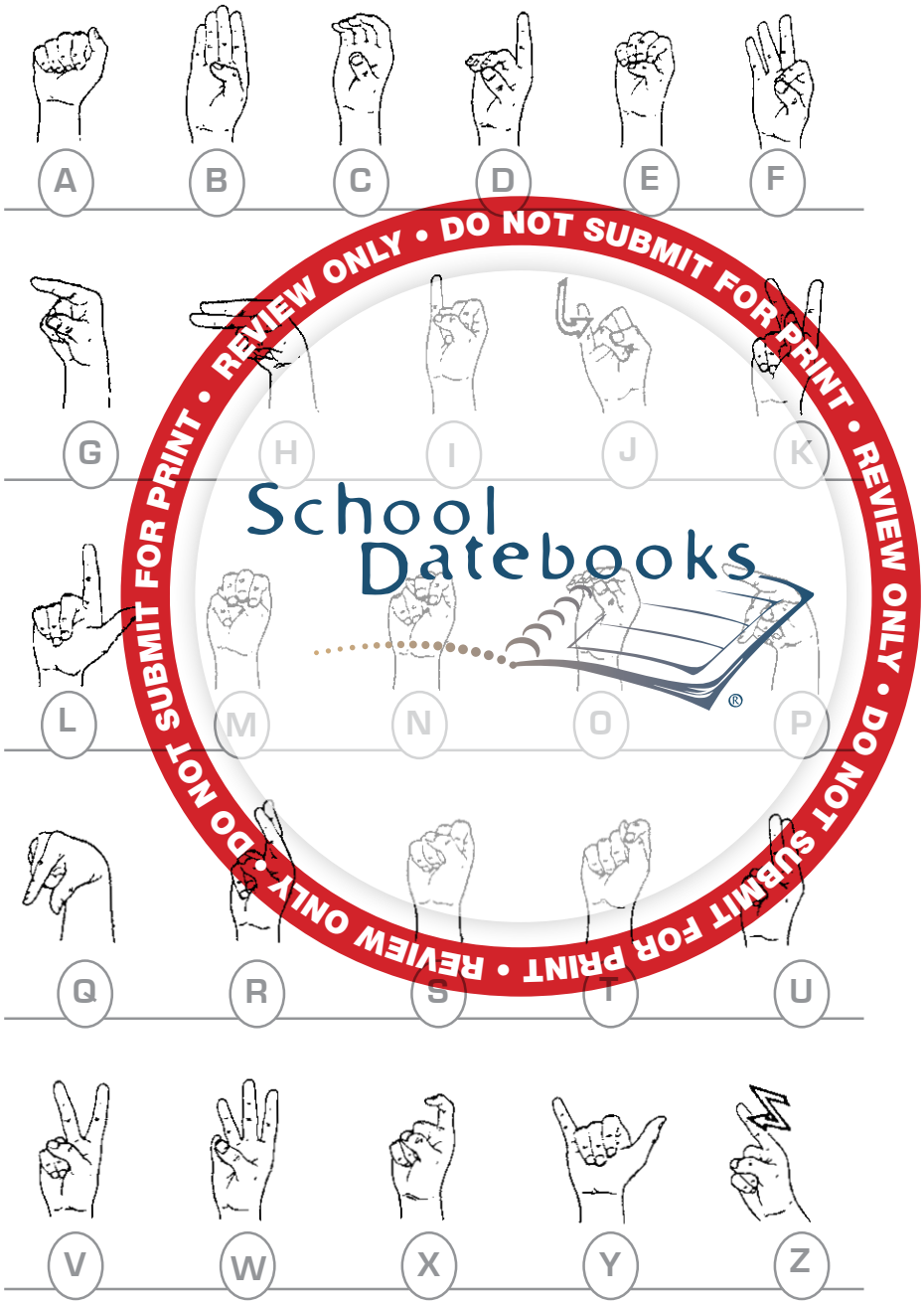
SUCCESS SKILLS *manual alphabet*

AMERICAN SIGN LANGUAGE



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LESSONS IN LEADERSHIP

Tap Your Leadership Experience

You've got more experience building consensus than you might think. Create a list of times when you:

- Negotiated with your family on what to do on vacation:

- Helped friends agree on a movie:

- Got everyone to agree on a pizza topping:

- Got a study team to decide on a project:

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

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

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

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SOME GOALS

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

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

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

— Elizabeth Dole

LESSONS IN LEADERSHIP

Diversity

Involve All People

Look around the world. The U.S. Your community. Your school. You'll see people of many backgrounds, cultures, ethnicities, and abilities.

Now take a look at your friends, teams, and organizations. Do they represent the world at large? Or are the people in your group all the same gender, ethnicity, or socioeconomic class?

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Reach Out!

Enrich your school and community by meeting and learning about people of different ethnicities and from many countries and cultures.

SOME WAYS:

- Befriend people of other ethnicities
- Learn about the world's cultures
- Volunteer at a local international center
- Welcome international students to school
- Speak up when others make inappropriate remarks
- Learn a new language
- Watch the world news

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

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

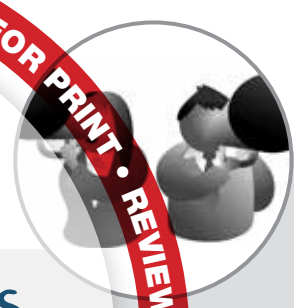
LESSONS IN LEADERSHIP

Make a **Commitment**

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

Some ways you can bring new, diverse people to your group:

- Hold a callout; in your announcements, say you're seeking diverse membership
- Personally invite individuals whose ethnicities may be underrepresented in your group
- Create an advisory group of diverse adults in your community and ask them for suggestions.



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

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

"YOU DON'T GET HARMONY WHEN EVERYONE SINGS THE SAME NOTE."

— Doug Floyd

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

— Jimmy Carter

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

- Increasing understanding of others
- Enhancing respect for others
- Reducing conflicts at school and in your community
- Improving listening and communication skills
- Expanding understanding among people
- Curbing discrimination and bias
- Creating opportunities for new learning and experiences

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LESSONS IN LEADERSHIP

Empower, Inspire

Lead Rather Than Dictate

"Do this." "Do that." Who needs it? Not those you're trying to lead!

Leadership isn't bossiness.

It's guiding, empowering, inspiring, and motivating others.

It's valuing what they have to say and what they do and providing opportunities for them, too, to become leaders.

And leadership is about keeping everyone excited about your organization and committed to your goals.

How to Inspire Members

Leaders who can get others to be involved know:

- You must be upbeat and positive yourself
- It's good to offer little prizes and incentives – for arriving first, bringing in the most new members, making the most signs
- Everyone should clap for every achievement
- Emails and text messages can cheer everyone
- A pizza party to celebrate a milestone keeps everyone coming back

"TELL ME AND I WILL FORGET. SHOW ME AND I MAY REMEMBER. INVOLVE ME AND I WILL REMEMBER."

– Chinese Proverb

"ACTION SPRINGS NOT FROM THOUGHT, BUT FROM A READINESS FOR RESPONSIBILITY."

– Dietrich Bonhoeffer

How to Empower Others

GOOD LEADERS KNOW:

- Don't hand someone a bunch of envelopes to stuff. Instead, ask for help planning what points to cover in a meeting with the principal and invite a couple of members to go with you.
- Don't tell them to bring refreshments. Instead, ask them to contact the mayor for that special proclamation you're after.
- Don't tell someone to set up the podium. Instead, invite that club member to say a few words about a particular project.

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

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

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LESSONS IN LEADERSHIP

Follow Through

Swing Through for Success

Like an athlete swinging a golf club, tennis racket, or baseball bat, good follow through is a skill every leader should master.

TRACK THE DETAILS

Follow through means touching base throughout the project, doing what you say you will do, making sure that what was supposed to happen did, and checking it on every detail. And when a project is complete, good follow through includes wrapping it up with one final checklist and thank-you to everyone involved.

Instead of that mythical "Someday Isle," leaders who follow through make it "Today I Will." Their punch list includes a look at details large and small.

REAP THE REWARDS

Like good sports swings, follow through has its rewards.

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

Head for 'Someday Isle' Today

- Ever told your little brother, "Someday I'll teach you to skateboard"? Your parents, "I'm going to empty the dishwasher soon"? A teacher, "Yeah, I'd like to look at that book sometime"? Or a group you're in, "One day I'm going to gather all that stuff up and turn it in"?

Doing those things, keeping those promises is following through. Making that a habit makes you a person of your word, someone who can be counted on and a good leader.

"BE TRUE TO YOUR WORK, YOUR WORD, AND YOUR FRIEND."

— Henry David Thoreau

"YOU HAVE TO HAVE CONFIDENCE IN YOUR ABILITY, AND THEN BE TOUGH ENOUGH TO FOLLOW THROUGH."

— Rosalynn Carter

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LESSONS IN LEADERSHIP

Organization

Get Organized for Success

Ever sit in a meeting while the leader doodles around trying to find something? Ever spent time waiting in the car while the driver hunts for the keys? Or wasted time yourself looking for a notebook or packet you saw somewhere just yesterday?

"OUT OF CLUTTER, FIND SIMPLICITY."
— Albert Einstein

KEEP A CALENDAR

Organization here can make life simpler – putting stuff where you can find it quickly, keeping a calendar, tracking your assignments.

It's also key to good leadership. When others look to you for direction, do you want to be caught poking around stacks of paper, wondering where you put something, or showing up late? Or would you rather come off as efficient, respectful of others' time, and someone who's in charge?

Getting and staying organized saves time. It makes it easier to get things done. And it gives you and others confidence in you as a leader.

A PLACE FOR EVERYTHING

Find a place for everything and put it there when you're not using it. Write down assignments, tasks, meetings, and fun activities. Train yourself to think about the day and week ahead and to gather what you'll need in advance.

It will save you hassle and lectures – and free your mind for things you'd rather be thinking about!

"ORGANIZING IS WHAT YOU DO BEFORE YOU DO SOMETHING; SO THAT WHEN YOU DO IT, IT IS NOT ALL MIXED UP."
— A.A. Milne

Ask Others How They Do It

- Got a friend, family member, or teacher who always seems to have their stuff when and where they need it? Ask them how they got so organized. People who are organized love to talk about it, and you'll likely pick up a couple of ideas you can use.

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LESSONS IN LEADERSHIP

Leadership Qualities

Load Up on What Leaders Need

Heard the phrase, "born leader?" Don't believe it. Good leaders learn and then practice their skills, just like everyone else.

True, there's a boatload of skills that go into spelling "Leadership."

LEADERSHIP

They Include:

LISTENING ▸ Everyone deserves their say. Good leaders share the floor and carefully consider what others suggest.

EXAMPLE ▸ Showing is always more powerful than telling, so your actions speak louder than words. Pitch in and model what you want others to do.

ATTITUDE ▸ Believing you and your group can accomplish something is the biggest part of the equation. Be positive, encouraging and optimistic. It's contagious!

DIALOGUE ▸ Anyone can talk at someone. It's a special skill to make it a true give-and-take dialogue, a discussion that includes everyone and all points of view. Good leaders know the value of dialogue.

ENERGY ▸ Effective leaders are often described as tireless. Although you can get some rest, the energy you bring to your group will be a motivator and component in your success.

RESPONSIBILITY ▸ The buck stops here, good leaders know, meaning they've got to do what's expected, keep their word, and follow through every step of the way.

STANDARDS ▸ This one's especially tough. You've got to raise the bar, rise to the occasion, and go beyond the norm. Good leaders set and achieve high standards.

HUMILITY ▸ With all your success as a leader, shouldn't you get to brag a bit? No. Good leaders give credit to the workers, volunteers, the whole team, Humble pie, you'll find, is pretty tasty!

INTEGRITY ▸ With so many looking up to leaders, expectations are high. That's where integrity comes in. Be true to yourself, your group, your cause. The highest ethics and truthfulness will serve you well.

PASSION ▸ Good leaders do more than care. They passionately care. They go the extra mile. And passion inspires other to act and stay committed.

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LESSONS IN LEADERSHIP

How Do You Rate?

Becoming a good leader is a process.

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

My score today
From 1 to 10 (10 is tops)

I listen well to others.	1	2	3	4	5	6	7	8	9	10
I'm a good role model.	1	2	3	4	5	6	7	8	9	10
My attitude is positive and can-do.	1	2	3	4	5	6	7	8	9	10
I engage in healthy discussions.	1	2	3	4	5	6	7	8	9	10
I bring lots of energy to the task.	1	2	3	4	5	6	7	8	9	10
I'm responsible in my actions and keep promises.	1	2	3	4	5	6	7	8	9	10
I hold myself to high standards.	1	2	3	4	5	6	7	8	9	10
I'm humble about my accomplishments.	1	2	3	4	5	6	7	8	9	10
You can count on my integrity.	1	2	3	4	5	6	7	8	9	10
I'm enthusiastic about the projects I commit to.	1	2	3	4	5	6	7	8	9	10

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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

LESSONS IN LEADERSHIP

A Good Leader **Shares** Credit

Who 'Dun It'?

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

TELL ALL Sometimes it's important for a group to have a face to put before a crowd, to help you achieve awareness and goals. But that face can't claim all the credit. And your acknowledgement must be sincere. So tell all – who did what and what that meant to your success.

GO PUBLIC What's the best way to share the credit?

- Say "we" instead of "I"
- Send emails and notes or speak face-to-face, telling others how important their role was in the group's success and give specific examples
- Publicly acknowledge individuals and their efforts

Sharing the credit is more than saying "thank you." It's also saying, "This person did this and here's how it was vital to our success."

Save any mystery for a good book or movie.

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People I Know Who Share the Credit

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

_____

_____

_____

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

— Indira Gandhi

LESSONS IN LEADERSHIP

Teamwork

Collaborate to Win

Is your club stuck in a rut, doing the same old meetings, feeling a little bored and tired? Infuse new energy and interest by teaming up with another group for an action, event, or social service project.

It might be interesting to meet with another school's club like your own, involve middle school students, or even adults. New ideas, information, and opportunities can emerge.

If you're working on a project, like cleaning up a community park or raising funds for a basketball goal at the park, two groups can get the work done quicker and easier – and both will get lots of kudos and credit.

Good leaders understand the value of partnerships and teams. They look for them. Build them. Nurture them.

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

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

It's All About Everyone

- You know the type who thinks, "It's all about me." They rarely make good leaders, because the "me" is too focused on power, control, and attention. Leaders who are focused on group goals know it takes everyone to reach them, sometimes even partnerships outside the group.

"NONE OF US IS AS SMART AS ALL OF US."

— Ken Blanchard

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

— Michael Jordan

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LESSONS IN LEADERSHIP

Finding Places to **Lead**

Looking for an organization to team up with for an event or activity? Find one with similar goals, whose mission complements yours. Or think about a group that could add another dimension to yours.

- **CLUBS** Are you in a government or civics club? Ask the local Republican and Democratic parties to include you in one of their events. It'll broaden your agenda, give you an interesting speaker, and help you connect with people in the community who are interested in what you're doing.

- **SCHOOL TEAMS** Organizing a school spirit day? Ask off-season teams to join you with a short exhibition or even a comedy act. The more you involve, the more fun and successful it will be.

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

If your group's project funds summer camps for kids and the other group wants to raise money for family literacy, you've got a great tie and commonality. And donors will likely appreciate your ingenuity.

Any group that shares a similar interest with yours is a prospect for a one-time joint meeting or a school or public event. There's power in numbers, so increase yours!

"ONLY WHEN MEN ARE CONNECTED TO LARGE, UNIVERSAL GOALS ARE THEY REALLY HAPPY - AND ONE RESULT OF THEIR HAPPINESS IS A RUSH OF CREATIVE ACTIVITY."

— Joyce Carol Oates

Your Groups, Possible Partners

List your activities and clubs:

_____

_____

_____

- What other school groups might be a good match for an activity?

_____

_____

_____

What community groups might join you in a project?

- ☐ Association of Women Business Owners
- ☐ Chamber of Commerce
- ☐ Friends of the Zoo
- ☐ Kiwanis
- ☐ Lions Club
- ☐ Optimists
- ☐ Other:

_____

_____

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C H A R A C T E R

What's CHARACTER all about?

"Character is power." ~ BOOKER T. WASHINGTON

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

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

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

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

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

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

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

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

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

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

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

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

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

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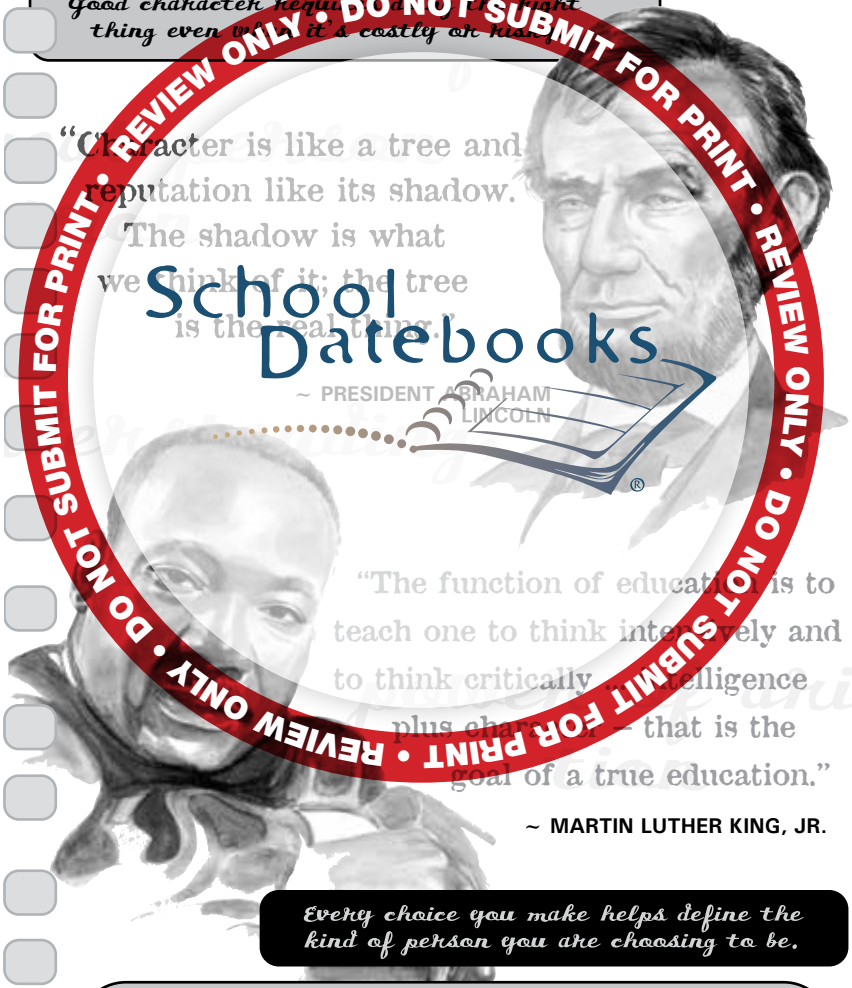
C H A R A C T E R

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

~ PRESIDENT DWIGHT D. EISENHOWER

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



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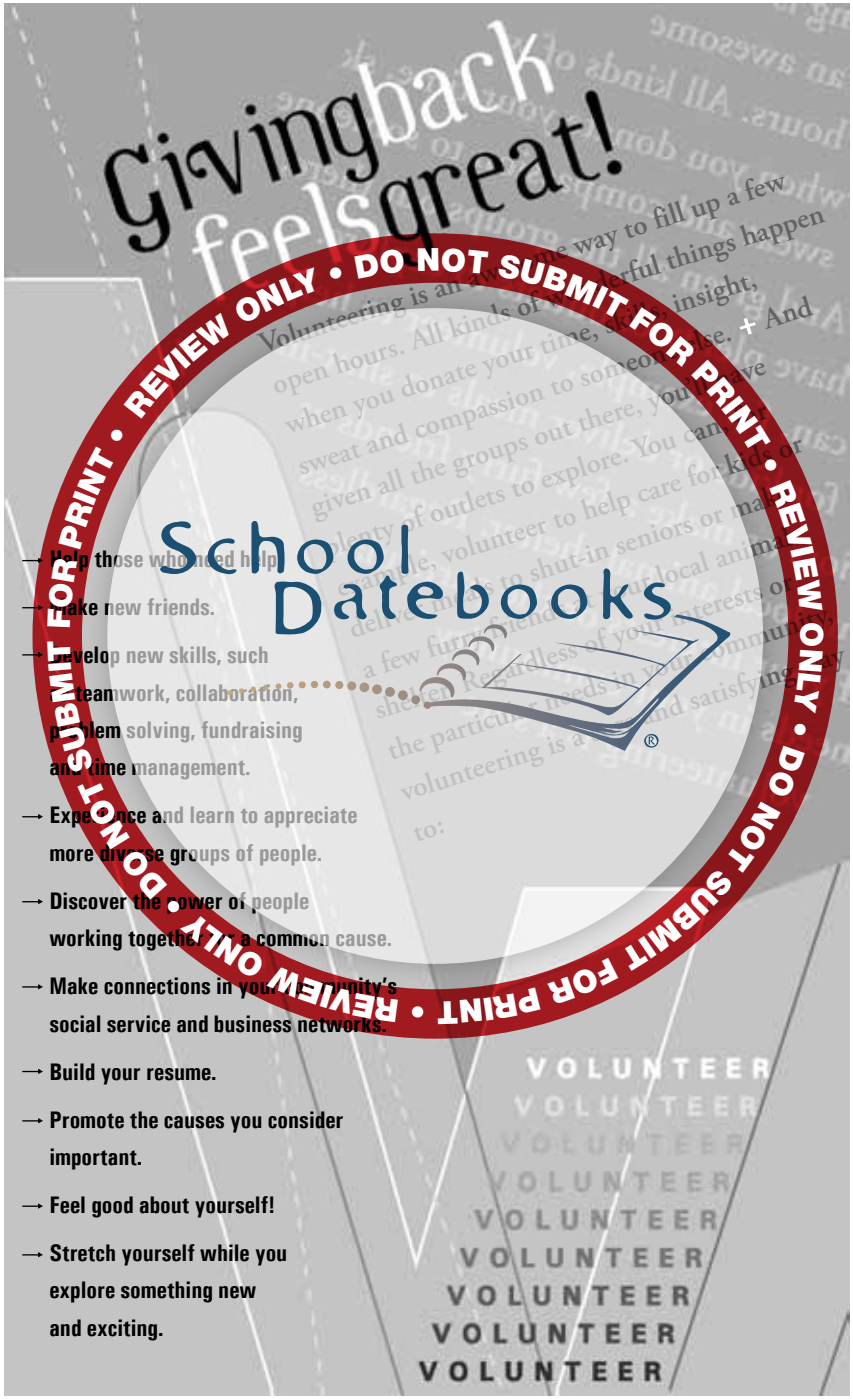
Every choice you make helps define the kind of person you are choosing to be.

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

~ MICHELLE OBAMA


Giving back feels great!
Volunteering is an awesome way to fill up a few open hours. All kinds of wonderful things happen when you donate your time, sweat and compassion to someone else. + And given all the groups out there, you have plenty of outlets to explore. You can, for example, volunteer to help care for kids or decide to shut-in seniors or make a few furry friends at local animal shelters. Regardless of your interests or the particular needs in your community, volunteering is a rewarding and satisfying way to:
→ Help those who need help.
→ Make new friends.
→ Develop new skills, such as teamwork, collaboration, problem solving, fundraising and time management.
→ Experience and learn to appreciate more diverse groups of people.
→ Discover the power of people working together for a common cause.
→ Make connections in your community's social service and business networks.
→ Build your resume.
→ Promote the causes you consider important.
→ Feel good about yourself!
→ Stretch yourself while you explore something new and exciting.
VOLUNTEER
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Banish Bullies

Look around you. How many times a day do you witness someone being a bully? Bullies are those bad apples who intentionally and repetitively abuse other people who are less powerful than they are.

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

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

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

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

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

Let 'em know

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

Source: USA Today, Centers for Disease Control

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Be SMART Stay SAFE

To reduce your chances of physical harm:

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

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

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

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

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

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

STOP BULLYING

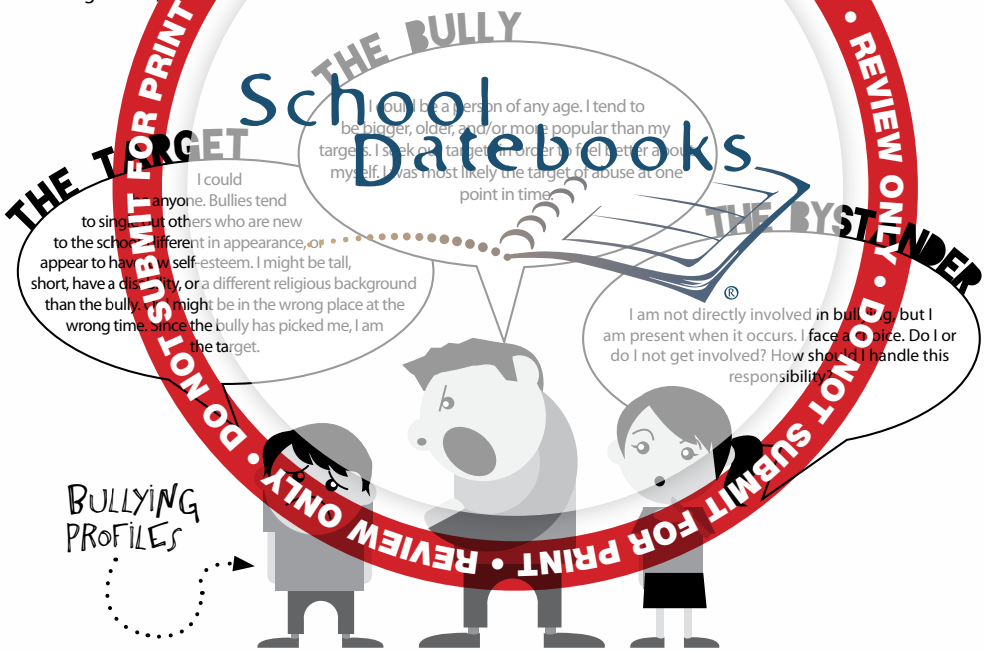
Bullying is a form of abuse.

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

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

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

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



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BULLYING VOCABULARY

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

TEASING
RUMORS
GOSSIP

STOP BULLYING

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

TEASE VS. TAUNT

Is it a Tease or a Taunt when... (Circle One)

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

Have I ever....

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

TYPES OF BULLYING

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

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

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

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

DO I BULLY?

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

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

JUSTIN TIMBERLAKE...

comes out on top!

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

BULLYING VOCABULARY

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

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STOP BULLYING

What should I do?

TAKE A STAND!

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

If you are confronted by a bully ...

Don't:

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

Do:

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

DON'T STAND BY

If you ... bullying occur ...

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

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

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

REFLECT:

Describe a time you or another person were bullied:

.....

.....

.....

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

.....

.....

.....

BULLYING VOCABULARY

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

REMEMBER:

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

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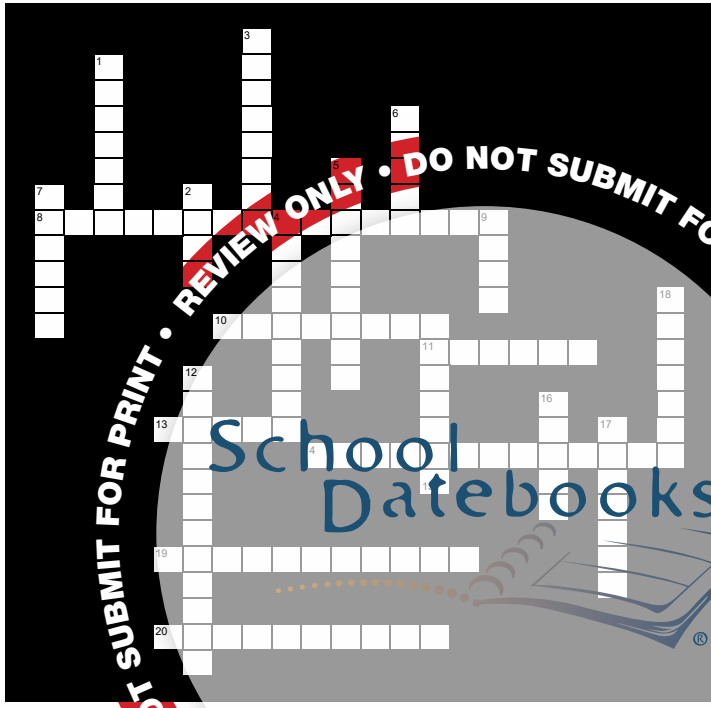
STOP BULLYING

Use the Bullying vocab to complete the puzzle.



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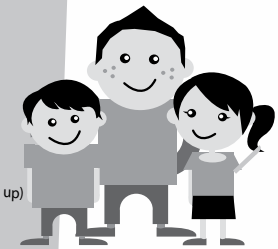
ACROSS

8. The spreading of rumors, gossip, or anonymous actions that are meant to hurt another person.
10. A feeling of resentment against someone because of that person's success or advantages.
11. A person a bully picks on.
13. An emotion we feel when bullied.
14. Using the Internet to bully, in order to damage someone's reputation.
19. Verbal bullying using words like "insults, racial slurs, and other unpleasant names.
20. Intentionally causing excessive pain or worrying.

DOWN

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



RESPECT

Respect in Your World

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

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

What's Your Take?

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

Me First

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

I excel at _____

I'm a good _____

I'm proud of my ability to _____

I can teach others how to _____

My favorite thing about me is _____

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

— Fyodor Dostoyevsky

RESPONSIBILITY

My Responsible Roles

As you grow older, your level of responsibility changes. Whether it's running to the grocery store, babysitting some younger kids, or turning in your homework on time ... others are depending on you to fulfill your responsibilities. List some of them here:

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Test Your Responsibility

When you make a mistake, do you

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

When you get up in the morning, do you

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

On group assignments, do you

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

When you are at school, do you

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

I Am Accountable

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

INTEGRITY

Character In Action

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

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

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

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

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

Looking for Inspiration

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

Who do you know with integrity?

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

Integrity is ...

If you have integrity you are:

- Truthful
- Honest
- Virtuous
- Conscientious

If you don't have integrity, you:

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

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"If you have integrity, nothing else matters. If you don't have integrity, nothing else matters."
– Alan K. Simpson

COURAGE

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

— Winston Churchill

Heroes in the News

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

- Which stories exemplify "heroes" to you?

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

_____

Where Do I Stand?®

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

Would I help a friend who's being bullied?

Would I tell my teacher if I caught someone cheating?

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

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

Counting on Courage

What kinds of peer pressure exist at your school? _____

_____

_____

_____

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

_____

_____

_____

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DETERMINATION

Learn from Lincoln

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

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

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

He was defeated for the Senate in 1855.

He was defeated for Vice President in 1856.

He was defeated for the Senate again in 1858.

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

- Who else do you know who has shown determination?

Traits in Common

How are determination and perseverance alike?

_____

_____

How does motivation affect determination?

_____

_____

How is determination affected by optimism?

_____

_____

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

— Abraham Lincoln

Make a Plan. Make it Happen!

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

My goal: _____

_____

What I will do: _____

_____

How I can motivate myself: _____

_____

How I will reward myself: _____

_____

Date I reached my goal: _____

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AMBITION

Think About It

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

Already Ambitious?

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

How have I shown ambition this week?

_____

_____

What goals have I achieved in the last two years?

_____

_____

Planning for Success

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

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

In My Life

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

_____

_____

What am I doing today to get there?

_____

_____

"Intelligence without ambition is a bird without wings."

— C. Archie Danielson

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CITIZENSHIP

Citizenship = Participation

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

- What kind of citizen are you? _____

_____

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

_____

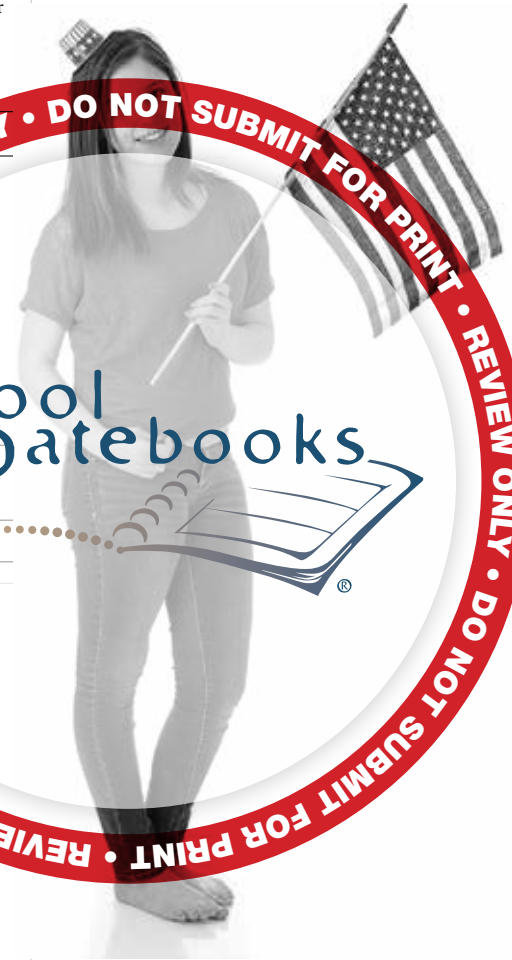
_____

- Why is it important to be a good citizen? _____

_____

- How are you affected when others show poor citizenship? _____

_____



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Take Another Look

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

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

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

— Margaret Mead

CARING

Caring in Action

What does it mean to care for the environment?

_____

_____

How do you care for yourself?

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

How Much Do You Care?

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

- If you're caring toward other people, does that mean you have to put your needs second? Why or why not?
- How far would you go to care for someone else if it meant you were inconveniencing yourself?
- Is it enough to perform caring acts, or do you really need to care from the heart? Is it possible to do one without the other?
- What is your response to the statement that teenagers are selfish and only care about themselves"?
- Is it true that one caring person can make a difference? Why or why not?

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Quiz Yourself

Do I always treat others with kindness and generosity?

Do I ever treat someone meanly or talk behind about them behind their back?

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

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

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

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

— Anthony J. D'Angelo

TRUSTWORTHINESS

The Truth About Trust

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

Whom do you trust? _____

Can others trust you? Why or why not?

Why is it important to trust one another?

Do's and Don'ts

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

Do:

Don't:

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

Traits in Common

How are friendship and loyalty related to trust?

How are fairness and honesty related to trust?

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

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FAIRNESS

Are You Fair?

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

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

Tolerance and Justice For All

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

Making an Effort

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

at school? _____

_____

at home? _____

_____

in sports? _____

_____

_____

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

— Eleanor Roosevelt

HONESTY

Honest or Dishonest?

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

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

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

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

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

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

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

Nagging Feelings

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

_____

_____

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

_____

_____

"Truth burns up error."

— Sojourner Truth

Is honesty always best?

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

_____

_____

Background Info

What it means to be honest:

_____

_____

Training Scenario

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

_____

_____

Mission Accomplished

I was honest this week when:

_____

_____

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PERSEVERANCE

Winners Despite Rejections

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

Dr. Seuss Persevered

If Dr. Seuss quit after his first or even his 10th rejection, you'd never have read *Green Eggs and Ham* or *Go, Dog, Go.* His first book, *To Think That I Saw It on Mulberry Street,* was rejected more than two dozen times. He went on to write nearly 50 children's books, many loved by adults, too.

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

So Did Emily Dickinson

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

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

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

— John H. Johnson

They Kept At It

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

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

Who Do You Know Who Never Gives Up?

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

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

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A Season of Hope

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

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

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

A New Beginning It's a time for contemplation and renewal, a time to anticipate a new beginning, a time of hope.

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

Your Advent Traditions

What advent traditions do your family follow?
What might you add this year?

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

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The Advent Wreath

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

Evergreen for Eternity

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

Representing Expectation, Hope, Joy, Purity

- On the first Sunday, a purple candle is lit. It represents expectation.
- The next Sunday, the first candle and a new purple candle, this one representing hope, are lit.
- On the third Sunday, the rose candle, representing joy, is lit, along with the candles from the first two weeks.

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

- On the last Sunday, the fourth candle, representing purity, is lit, along with the other three.
- On Christmas Day, the purple and rose candles are replaced with white candles, signaling the new beginning.

Your Personal Preparation

What hopes do you have during this time?

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

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Saints Inspire Us

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

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

St. Angela saw a need – education for girls – and she set about providing learning opportunities for girls and women.

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

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

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

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

> "The saints have always been the source and origin of renewal in the most difficult moments in the Church's history."
>
> — Pope John Paul II

We Learn From Them – What better model for your life than one of the saints? Besides lessons for living, their stories will energize you, too.

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

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

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SEVEN SPECIAL GIFTS

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

> ***"The spirit of the Lord shall rest upon him: a spirit of wisdom and of understanding, a spirit of counsel and of strength, a spirit of knowledge and of fear of the Lord …"***

Today, these gifts are generally referred to as:

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

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

THE HOLY SPIRIT IN YOUR LIFE –

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

_____

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

_____

_____

_____

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

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_____

A TREE BEARING MANY FRUITS

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

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

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A TIME TO ACT

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

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

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

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

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

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

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

> "So faith, hope, love remain, these three; but the greatest of these is love."
>
> — 1 Corinthians 13:13

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

_____

WORD ORIGIN

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

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The Season

> "If you want God to hear your prayers, hear the voice of the poor. If you wish God to fulfill your wants, provide for the needy without waiting for them to ask you."
>
> — St. Thomas of Villanova

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

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

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

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

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

_____

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What New Lenten Activities Might You Consider Adding?

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CALENDAR MARKS SEASONS

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

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

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

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

The seasons of the Catholic Church are:

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

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YOUR FAVORITE SEASON –

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

_____

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

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_____

_____

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

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Colors Bear Meaning

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

Violet: Melancholy

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

Rose: Joy

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

Red: Passion

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

White: Glory

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

Green: Hope

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

Black: Sorrow

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

Your Thoughts?

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

_____

_____

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

_____

_____

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Mary's Significance, as Mother of God

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

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

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

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

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

Some of her gifts to us include:

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

What gifts have you accepted from Mary?

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Feasts Celebrating Mary

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

Events in her Life:

December 8 ■ Immaculate Conception

September 8 ■ Mary's Birth

March 25 ■ The Annunciation

May 31 ■ The Visitation

August 15 ■ The Assumption

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

Feast Days:

December 12 ■ Our Lady of Guadalupe

February 11 ■ Our Lady of Lourdes

July 16 ■ Our Lady of Mount Carmel

September 15 ■ Our Lady of Sorrows

August 22 ■ Queenship of Mary

May: The Month of Mary – Catholics honor the Blessed Mother for a full month each year; May is the Month of Mary.

What Does Mary Mean to You?

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

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CONTEMPLATIVE PRAYER

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

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

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

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

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

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

> "Give me an army saying the rosary, and I will conquer the world."
>
> — Pope Pius IX
>
> "The rosary should always be seen and experienced as a path of contemplation."
>
> — Pope John Paul II

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YOU AND THE ROSARY

How do you feel after praying the rosary?

_____

_____

_____

What does praying the rosary give you?

_____

_____

_____

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The Rosary's Origins

Catholic scholars believe that praying the rosary likely began during the High Middle Ages, the 11th to the 13th centuries, when few people were able to read. Repeating the Our Father 150 times, which they had learned through oral tradition, provided a framework for contemplative prayer. The prayers were counted off on a ring of beads called a corona.

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

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

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

> "I thought that I had no time for faith nor time to pray, then I saw an armless man saying his rosary with his feet."
>
> — Unknown

The Luminous Mysteries are:

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

Earliest Mysteries

Joyful

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

Sorrowful

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

Glorious

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

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ATTENDANCE RECORDS

Students →

Dates ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
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GRADE TRACKING

Projects / Assignments / Tests →

↓ Students

Description:

Average/Totals

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LESSON PLAN LOGS

Subject: Date:	Subject: Date:	Subject: Date:
Subject: Date:	Subject: Date:	Subject: Date:
Subject: Date:	Subject: Date:	Subject: Date:
Subject: Date:	Subject: Date:	Subject: Date:
Subject: Date:	Subject: Date:	Subject: Date:

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SEATING CHARTS

Seating Chart for Class _____ Day / Time _____

Seating Chart for Class _____ Day / Time _____

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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

Daily Schedule

School Begins _____

AM Break _____

Lunch _____

School Resumes _____

PM Break _____

Dismissal _____

Get Help From

Students _____

Teacher(s) _____

Secretary _____

Administrator(s) _____

Nurse _____

Custodian(s) _____

Notes

Routine Procedures

Attendance _____

Discipline _____

Dismissal _____

Audio-Visual Equipment _____

Special Procedures

Fire Drill _____

Emergency _____

Disaster _____

Health/Medical Information

Students with Additional Needs _____

First Aid _____

Nurse's Schedule _____

Other Information

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STEM What is STEM?

STEM is an acronym that stands for **science**, **technology**, **engineering**, and **math**. Rather than teaching each of these subjects on its own, STEM education takes a more inclusive approach, integrating all four areas into lessons and experiments. It teaches students how to solve tough problems, gather evidence and [illegible] new information.

Many Ame[illegible]ns want to see more STEM in the classroom. In 2015, then-President Barack Obama said, "[Scie[illegible]] is more than a school subject, or the periodic table [illegible] the properties of waves. It is an approach to the world, a critical way to understand and explore and engage with the world and then have the capacity to change that world."

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STEM Fun Facts

In 2014, only 16 percent of students were interested in a STEM career, according to the U.S. Department of Education.

Among STEM jobs, occupations in technology, such as computing and software development, are in the highest demand.

STEM "hard skills" also need "heart, soul, beliefs, and value," says Jack Ma, founder of Alibaba. It underscores how STEM occupations focus on humanity and improving lives.

And Now STEAM

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

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STEM Engineering Design Process

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

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

ASK
Define the problem and constraints.

Practice: What is the problem? What might stop you from coming up with the best solution?

IMAGINE
Brainstorm – how can you solve this problem?

Practice: Write down all your possible ideas for how to use the cards and tape to build the house. Sketches are OK!

PLAN
Pick your best idea, & plan your solution.

Practice: Use a detailed drawing to show your plan.

CREATE
Build a model of your solution.

Practice: Build your card house!

IMPROVE
Find a way to make your plan even better.

Practice: Test it by either blowing air into the card house or putting a fan up to it. How can you change it in the future to help it stand longer?

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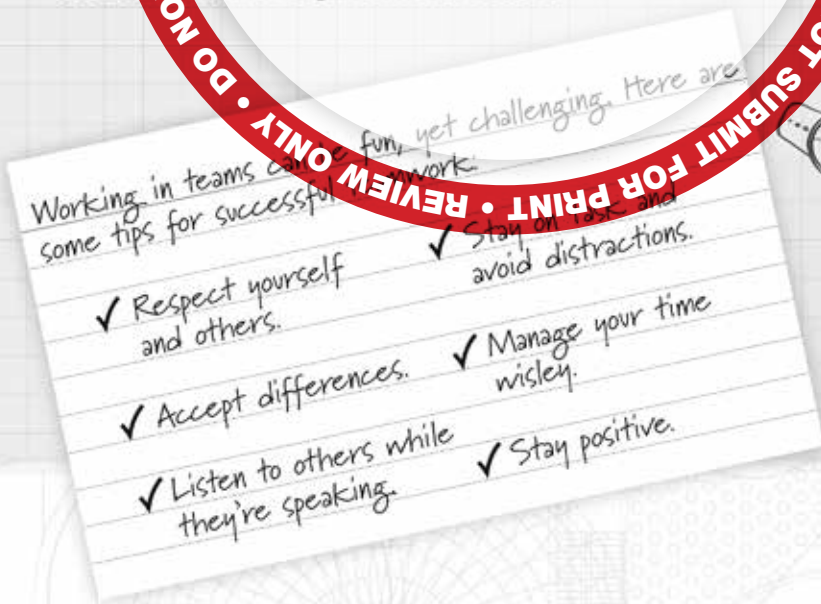
STEM Teamwork

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

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

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

Practice delivering your input in question form. Instead of saying, "That model is too large and won't work," try, "What if we made it smaller to fit the requirements better?"



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STEM Leaders in History

FLORENCE NIGHTINGALE (1820-1910) was a nurse who greatly improved health care conditions in the 19th century. During the Crimean War, she and her team made conditions more sanitary at a British base hospital, reducing the hospital's death rate by over 66 percent.

SHERYL SANDBERG (1969-) was the Chief Operating Officer (COO) of Facebook. She gave a TED Talk in 2010 titled, "Why we have too few women leaders," and she has written a book titled, "Lean In" about female leadership in business.

THOMAS DAVID PETITE (1956-) is an inventor. He and four others designed the technology for the wireless ad hoc network, also known as the Internet of Things wireless mesh. He also founded the nonprofit organization, the Native American Intellectual Property Enterpise Council, to help other Native American inventors.

MARIO MOLINA (1943-) won the Nobel Prize in chemistry in 1995 for discovering that the earth's ozone layer was being damaged by the use of Freon, a type of refrigerant used in air conditioners and other equipment. Holes in the ozone were threatening the environment, and his work led to alternative cooling methods.

YNES MEXIA (1879-1938) was a botanist who discovered two new plant genera and 500 new plant species. She greatly expanded the world's knowledge of plant life.

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STEM Leaders in History (pg. 2)

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

ORVILLE (1871-1948) and **WILBUR WRIGHT (1867-1912)** invented and built the first successful airplane in 1903. They observed how birds angled their wings to fly, and they copied this in the plane wings' design.

ROSALIND FRANKLIN (1920-1958) learned crystallography and X-ray diffraction at Cambridge University. She used this when analyzing DNA fibers, and one of her photographs provided necessary evidence for identifying DNA's structure.

JOHN DEERE (1804-1886), a blacksmith, decided that the wood and cast-iron plow farmers used weren't suited for prairie soil, so he created a new steel design. He founded Deere & Company, where he developed other agriculture tools.

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

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STEM Interesting Inventions

Wheel (3500 B.C.E.)

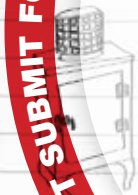
- Invented by our ancestors
- Today's adaptations: used on trains, automobiles, bicycles, robots

Telephone (1876)

- Invented by Alexander Graham Bell
- Today's adaptations: landlines, cell phones, fax machines

Light Bulb (1879)

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



Refrigerator (1914)

- Before Florence Parrott created the electric model people used blocks of ice in wooden boxes to keep food cold
- Today's adaptations: content tracking® and beepers alerting you the door has been open too long

COBOL Computer Programming (1959)

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

Internet (1960s)

- Developed over time – first used by the government during the Cold War
- Today's adaptations: search, education, online shopping and advertising

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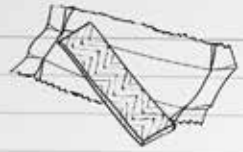
STEM Inventions at a Young Age



Bubble Gum (1860s)

While chewing Mexican chicle, teenager Horatio Adams thought about blowing a bubble with it.

Popsicle (1905)

Eleven-year-old Frank Epperson found his cup of powdered soda, water, and stir stick frozen after leaving it outside.

Trampoline (1930)

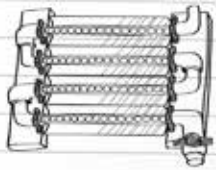
Gymnast and diver George Nissen created the first trampoline in his parent's garage when was 16.

Solar Lantern (2004)

When Evans Wandongo Kenya was 19, he invented a solar lantern made from 93 percent recyled materials.

Biofuel from Plastic (2011)

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



Solar Water-Purifier (2013)

Deepika Kurup was 14 when she won a young scientist award for her solar powered water purification system. She designed it to provide clean drinking water in countries without good water systems.

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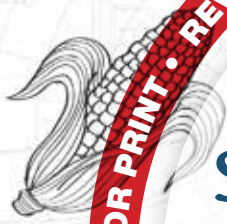
STEM Careers

AGRICULTURAL ENGINEER | Agricultural engineers bring technology to traditional agriculture by improving methods for livestock raising and crop production. They aim to improve yield (how many crops are produced), safety, and available feed and food supplies. These engineers may introduce advances in existing machining, create new equipment and design state-of-the-art facilities. They also study ways to ensure water quality and pollution management.



FOOD SCIENTIST | Food scientists study food nutrients and other contents. They identify new food sources and improve methods for processing and preserving food. They also address the world's hunger needs with solutions for growing, processing, packaging, and distributing food supplies.

MECHANIC | Care, maintenance, and repairs are all on a mechanic's to-do list. These professionals know every detail of the machines and equipment they work on. Most specialize in key areas: cars, airplanes, refrigeration, office machines — anything that operates mechanically. Because equipment is always changing and being invented, mechanics must continually learn new techniques and procedures.

AQUARIUM DIRECTOR | An aquarium director oversees everything at the aquarium, coordinating the business office, planning, fundraising, and care of marine life, with staff for specific tasks. Directors also get involved in educational programs and participate in advocacy activities.

OPTOMETRIST | Optometrists are medical professionals who provide primary vision care. They test vision, prescribe eyeglasses and contacts, perform eye exams, and diagnose and manage diseases of the eye.

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STEM Careers (pg. 2)

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

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

AEROSPACE ENGINEER | Aircraft and spacecraft are the domains of aerospace engineers. They form mathematical models, analyze them with computers, build prototypes, and conduct environmental, operational, and stress tests.

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

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

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GRADE RECORD

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

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CLASS SCHEDULE *first semester*

FIRST SEMESTER

Subject	Instructor	Office	Telephone

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00						
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						
6:00						
7:00						
8:00						
9:00						

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CLASS SCHEDULE *second semester*

SECOND SEMESTER

Subject	Instructor	Office	Telephone

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00						
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						
6:00						
7:00						
8:00						
9:00						

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CLASS SCHEDULE *first & second semester*

FIRST SEMESTER

Period	Subject	Teacher	Room

SECOND SEMESTER

Period	Subject	Teacher	Room

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CLASS SCHEDULE *trimesters*

FIRST TRIMESTER

Period	Subject	Teacher	Room

SECOND TRIMESTER

Period	Subject	Teacher	Room

THIRD TRIMESTER

Period	Subject	Teacher	Room

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TIME-BLOCK SCHEDULE *first & second semester*

FIRST SEMESTER

_____ DAYS

Period	Subject	Teacher	Room

_____ DAYS

Period	Subject	Teacher	Room

SECOND SEMESTER

_____ DAYS

Period	Subject	Teacher	Room

_____ DAYS

Period	Subject	Teacher	Room

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COMMUNICATION *between parent & teacher*

PARENT	TEACHER
Signature Date	Signature Date
Signature Date	Signature Date
Signature Date	Signature Date

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ADVANCE PLANNING

AUGUST 2025

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

SEPTEMBER 2025

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

OCTOBER 2025

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

NOVEMBER 2025

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

DECEMBER 2025

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

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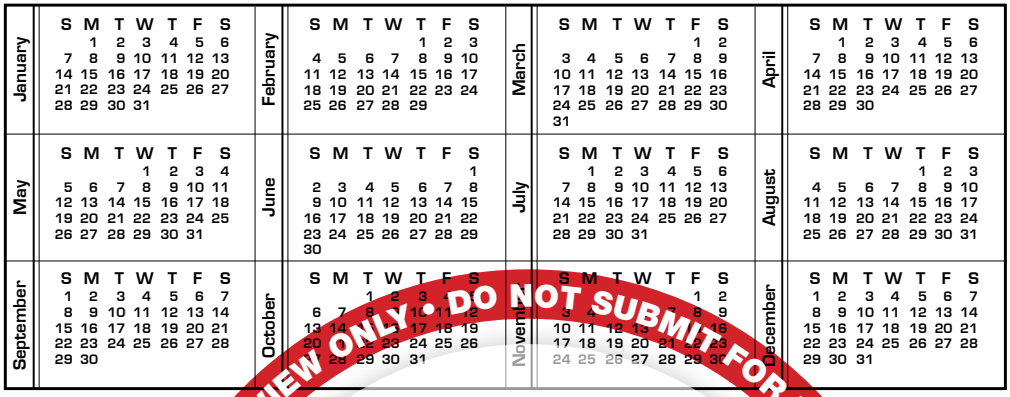
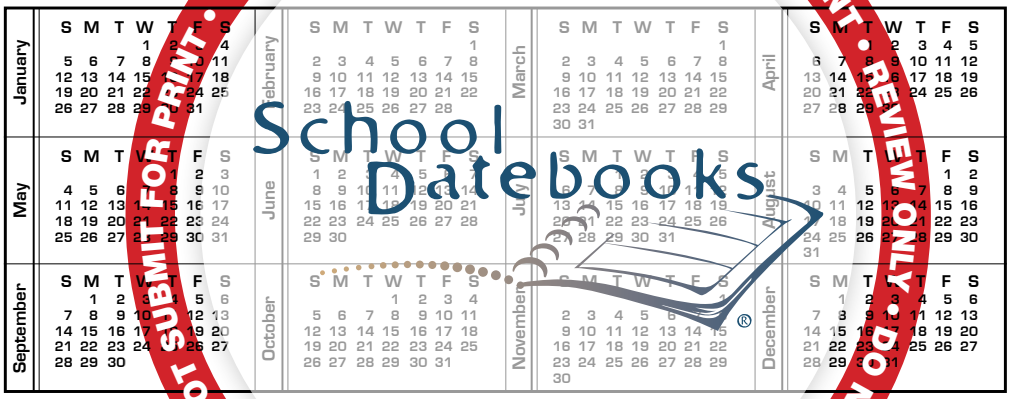
CALENDAR YEARS

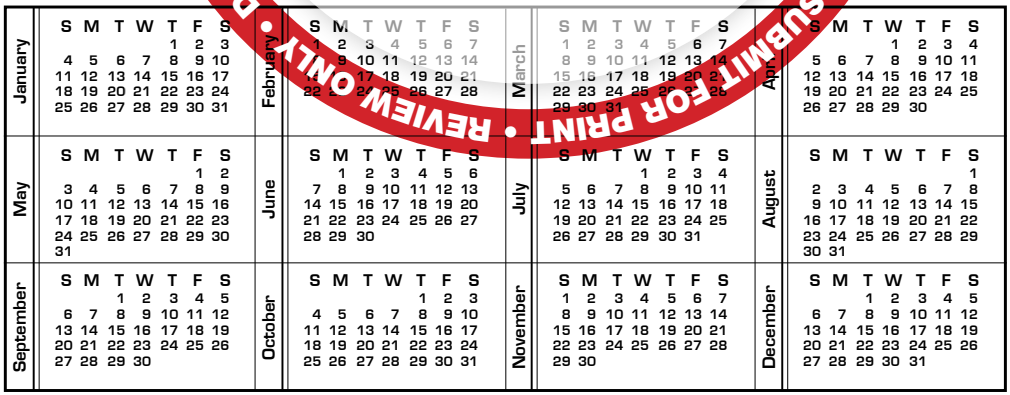
2024



2025



2026



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IMPORTANT DATES *United States*

	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	Thurs., Feb. 22	Sat., Feb. 22	Sun., Feb 22
Ash Wednesday	Wed., Feb. 14	Wed., Mar. 5	Wed., Feb 18
Daylight saving time begins	Sun., Mar. 10	Sun., Mar. 9	Sun., Mar 8
St. Patrick's Day	Sun., Mar. 17	Mon., Mar. 17	Tues., Mar 17
First day of spring	Tues., Mar. 19	Thurs., Mar. 20	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 sundown	Mon., Apr. 22	Sat., Apr. 12	Wed., Apr 1
Good Friday	Fri., Mar. 29	Fri., Apr. 18	Fri., Apr 3
Easter	Sun., Mar. 31	Sun., Apr. 20	Sun., Apr 5
Earth Day	Mon., Apr. 22	Tues., Apr. 22	Wed., Apr 22
Cinco de Mayo	Sun., May 5	Mon., May 5	Tue May 5
Mother's Day	Sun., May 12	Sun., May 11	Sun. May 10
Memorial Day	Mon., May 27	Mon., May 26	Mon May 25
Flag Day	Fri., June 14	Sat., June 14	Sun., Jun 14
Father's Day	Sun., June 16	Sun., June 15	Sun., Jun 21
*Juneteenth**	Wed., June 19	Thurs., June 19	Fri., Jun 19
First day of summer	Thurs., June 20	Fri., June 20	Sun., Jun 21
*Independence Day**	Thurs., July 4	Fri., July 4	Sat., Jul 4
*Labor Day**	Mon., Sept. 2	Mon., Sept. 8	Mon., Sep 7
Patriot Day	Wed., Sept. 11	Thurs., Sept. 11	Fri., Sep 11
Rosh Hashanah begins at 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 sundown	Fri., Oct. 11	Wed., Oct. 1	Sun., Sep 20
*Columbus Day**	Mon., Oct. 14	Mon., Oct. 13	Mon., Oct 12
Halloween	Thurs., Oct. 31	Fri., Oct. 31	Sat., Oct 31
Standard time begins	Sun., Nov. 3	Sun., Nov. 2	Sun., Nov 1
Election Day	Tues., Nov. 5	Tues., 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*

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PHONE NUMBERS *important contacts*

NAME	TELEPHONE NO.	E-MAIL ADDRESS
Fire		
Police		
Rescue/Ambulance		
Doctor		
Hospital		

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NOTES

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HALL PASS

DATE	OUT	IN	TEACHER	DESTINATION	U/E

DATE	OUT	IN	TEACHER	DESTINATION	U/E

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