

# COLLEGE REFERENCE PAGES

5.5" X 8.5"



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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 August 100 NOT SUBMIT We are looking forward to visiting

Their car slid of the icy road

Objective Case Pronouns reconstruction or follow a preposition.

- Examples: Please give the papers.

Timothy's outstanding service earned him the award.

Possessive Case Prouns show ownership or possession.

→ Examples: The ougar escreed

**VERB** 

TIPD THAT EXPRESSES ACTION DISTANTE OF BEING. IT ALSO INDICATES THE ACTION OR STATE OF BEING. A VERB IFFERENT FORMS DEPENDING ON ITS ER, PERSON, VOICE, TENSE, AND MOOD

Number indicate thether a verb is singular or plural. The verb and its corect must agree in number.

→ Examples: One of barks. Two dogs bark.

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

**→**Examples: Singular 1st Person: I stop. 2<sup>nd</sup> Person: You stop.

• REVIEWOR TO He/She/It stops. They stop.

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

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

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

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

You will enjoy the school play. (future)

**ADVERB** 

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

→ 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. Mom's apple pie is the best of all!

> WORD (OR GROUP OF WORDS) PREPOSITION PAT SHOWS HOW A NOW IN A SENTENCE.

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

## CONJUNCTION

A WORD THAT ONNECTS INDIVIDUAL

or a phrase. Coordinating conjunctions connect joined by a cardinating equal. Common coordinating conjunctions are: *una, but, or, nor* **C**, *yet, so.*Coordinating conjunctions used **C** years are called correlative conjunctions. Control correlative conjunctions are: either, or; neither not only,

\*\*\* Whether to the state of the

e will be able to go with you.

important. Common subordinate

conjunctions are: until, unless, since, where, before, as, if, when, although, after, because, while, as long as, as if, though, whereas.

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

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

### INTERJECTION

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

→ Examples: Hooray! We finally scored a touchdown. Oh, no! I forgot the picnic basket.

Yes! Her gymnastic routine was perfect.

Ah, we finally get to stop and rest.

# LANGUAGE ARTS 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, Lafavette, Dearborn

Counties → Tippecanoe, Cork

Countries → U.S.A. Mexico, Canada

Continents → Africa, North America

Landforms → Mojave Desert, the App

Holidays and holy days → Veteran

Months → January, February

Official documents → Employer of Proclamation

Official titles → President pama, Mayor Bradley

Periods and events in Story - Middle Ages, Renaissance

Planets, heavenly boCies → Mars, Jupiter, Milky Way

vstone National Park Public areas → Y

Sections of a conry or continent → the Northwest, the Middle East

Battle of Special events

Streets, roads, Sghways

onda Ac Trade names

**PLURALS** THE FOLLOWING CHART PR

The plurals of st nouns are formed by adding s to the singular → Examples: plenties | desk = desks | machine = machines

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

The plurals of common pouns that end in y preceded by a consonant are formed by change the y to i and adding

→ Examples: fly = flies Opy = copies

The plurals of words that and in y preceded by a vowel are formed by adding

→ Examples: holiday = holiday nonkey = monkeys

The plurals of words ending in

→ Examples: studio = studios | rodeo =

The plurals of words ending in o preceded by a consenant 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.

 $\rightarrow$  Examples: 5 = 5s

The plural of nouns that end in ful are formed by adding s at the end of the word.

→ Examples: handful = handfuls | pailful = pailfuls | tankful = tankfuls

# LANGUAGE ARTS sentence structure & spelling rules



### SENTENCE STRUCTURE

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

→ Example: He lost the game.

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

→ Example: Because he was lost.

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

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

Amy and Scott were married vesterday DO NOT SURVIVIA going)

Ben is leaving work and going he (compound verb least) degoing)

A compound sentence of the comp a semicolon, or a conjunction.

→ Examples: I'd limit double-major, but the workload would be too overwhood. (conjunction)

Andy's suit look so; it just got back from the cleaners. (semicolon) Erin came horse for Easter, and Courtney went to Florida. (comma/conjunction)

A complete entence has one main clause (in italics) and one or more subordinate courses (underlined).

- Example Dad says that good grades are the result of diligent studying. (main clauses) he independent clause)

Diligen Judying is work several hours before I can start st

and one or n claus underlined). →Exa. noles: Because the bus broke down, the team rode in a van, and in cars.

Unless y eyes are deceiving me. Kristi is an

### SPELLING RULES

- → Examples: reign, weigh, neighbor
- → Exceptions: friend, view, mix 1 fiery

When a multi-syllable word ends O a consonant preceded by one your like syllable and the suffix begins with a way the same rule to did to when consonant. e accent is on the last when you double the final

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

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

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

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

- → Examples: use = useful | state = statement | nine = ninety
- → Exceptions: argument, judgment, truly, ninth

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

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

# LANGUAGE ARTS the writing process



#### WRITING VARIABLES

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



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



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



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



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 "vo



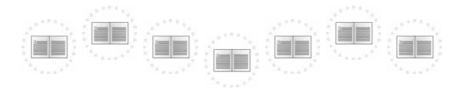
And Common of the Common of th What form will my wrip essays, research paper

### PLANNING AND WITING AN ESSAY OR COMPOSITION

- {1} Select a gene subject area that interests you.
- your thoughts and ideas about the subject.
- {3} Use your
- 4 Decide wat
- (5) Make a list of details to support
- (6) Arrange list of details into an outline.
- [7] Do any resulting and research necessary to provide additional Keep a care all list of all of your sources for your bibliography
- (8) Write a firsuraft.
- (9) Revise your for draft, making sure that:
  - (a) The introduction includes a clear statement of purpose.

  - (d) The concluding part of the timportant points together. The reader with a clear understanding of the essay or composite the limit the reader with a clear understanding of the essay or composite the limit to the reader with a clear understanding of the essay or composite the limit to the reader with a clear understanding of the essay or composite the limit to the reader with a clear understanding of the essay or composite the limit to the limit to the reader with a clear understanding of the essay or composite the limit to the lim

  - (f) Punctuation is correct.
- {10} Read your revised paper aloud to check how it sounds.
- [11] Proofread your revised paper two times: once for spelling, punctuation, and word usage, and again for meaning and effectiveness.



# LANGUAGE ARTS punctuation



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

→ Example: Wash the dishes, and then take out the garbage.

Use: after an initial or an abbreviation.

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



Use: to separate words or groups of words in

→ Example: I used worms, minnows, lar balls, and bacon for bait.

Note: Some stylebooks and comma before "and" in

→Example: He ran, jun;

exolanatory phrase from the Use: to separate an rest of the sentence

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

Use: to distinguis items in

→Examples: J

September 20

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

→ Example: Joseph Jones, Ph.D.

# QUESTION MAY

c indirect question. Use: at the end of a dire e you to visit →Example: Did your relative them this summer?

Use: to punctuate a short question with 1/13H parentheses.

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

## **APOSTROPHE**

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

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

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

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

→ Example: bosses = bosses', children's

# COLON

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

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

### SEMICOLON

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

Example: It's elementary, my dear Watson;

NOT SUB learly responsible.

Use: to separate ryphs of words.

-- Example: I packed Onthbrush, deodorant, and perfune; jeans, a responsible. and sweatshirts; and boots and tennis shoes.

### QUOTATION MARKS

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

't know," she said that is been discussed.

na®a word is **sl**a → Example: Julie only bought that urfit to show

ggested I re

Use: to punctuate titles of pa Ss short stories, songs, lectures, course titles capters of books, and articles found in machines, newspapers, and encyclopediae

in Our Sociolate Road Not Taken"

### INGLE QUOTATION MARK

that she's "with it."

e the word

Use: to punctuate a quotation within a quotation. →Example: "As a child, my favorite movie was 'Wizard of Oz,' " answered Joe.

### **EXCLAMATION MARK**



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

## LANGUAGE ARTS frequently confused words

accept | to agree to something or receive something

except | not including

→ Examples: Jonathon will accept the job at the

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

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 Indianopolo The vice president arrived at the Canilla arriving senators.

hear | to listen to here | in this place

→ Examples: Do you hear that strange sound? ere in the refrigerator. The juice is right /

it's | the contraction or it is or it has its | shows owned or possession

→ Examples: It's raily time cleave football game. The wagon lost wheel in the mud.

lead | a heavy y metal

lead to go firs \_\_uide e of lead

homes are mades lead.

This path will know to the waterfall. Bloodhounds led the police to the hideout.

loose | free or not

lose to misplace or the loss of something → Examples: Since she reight, many of her

clothes are loose. If you lose your money, you

be able to get into the park. principal | the first or most important.

to the head of a school. principle | a rule, truth, or belief

→ Examples: Pineapple is one of the principal crops

One principle of science is that all matter occupies space.

quiet | free from noise

quite | truly or almost completely

→ Examples: Dorm policy states residents must be quiet after 10:00 p.m. on weeknights.

This enchilada is quite spicy.

their | belonging to them there at that place

they're | the contraction for they are

→ Examples: Their new puppy is frisky. Please place all of the newspapers over there.

They're coming over tonight.

to | in the direction of too | also or very

two | the whole number between one and three

→ Examples: The paramedics rushed to the scene of the accident.

This meal is delicious, and it is low in fat, too. Only two of the 10 runners were able to complete the race.

weather | the state of the atmosphere referring to wind, moisture, temperature, etc. whether a choice or alternative

NOT SUB We are hoping for warm, sunny weather for our late.

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

Who's the contraction for who is or who has Whose | the possessive form

→ 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

lecto ask if you om today.

ibal crobs

# LANGUAGE ARTS frequently misspelled words

absence climbing absorb clothes colonel accept accidentally college column accompany accuse commercial ache committee completely achieve concentrate acquaintance conscientious acquire affect conscious afraid continue against continuous convenience aggression convenient aggressive all right counterfeit a lot countries already courage always courageo amateur courte ambition cried among apology apparent appearance appreciate ive de arctic inite argument article initely associate cend athlete cribe cription attendance attitude author awful beautiful beauty didn because difficult beginning believe dinner benefit dining bicycle disappear biscuit disappoint boundary discipline Britain discussion brilliance disease brilliant dissatisfy bureau doctor business does doesn't captain career dropping carrying during cemetery easier easiest certain easily challenge effect chief children either chocolate embarrass chosen enough Christian entertain cinnamon envelope climbed equipment

equipped escape especially exceed excellent except exciting existence expense O2 niliar amilies fascinate fatigue fictitions forecast foresee front **H**fill grammar grateful guarantee

evervbody everywhere exaggerate excellence excitement gov Oloment grabbed E guard guess guest handsome happen happiest happily happiness hear height here

history

hoping

hospital

humorous

humor

hungry identify imagine immediate immediately immensely incident independent Indian innocent instead intelligence intelligent interpre CON OG its knew know loose lying magazin magnificent many marriage mathematics meant medicine miniature minute mischievous narrative necessary neighbor nervous niece nineteen

ninetv 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

SUBM piece plane possible practically

preferred

rejudice princip. principle privilege probably profession psychologist psychology pursue TNIRG AGO

raspberry realize really receive receiving recess recognize recommend reference referring rein reign relative relief religion remember repetition

repellent

trouble reservoir truly restaurant rhyme two rhythm unique ridiculous until running unusual usually safety Saturday vaccinate scent vacuum schedule vegetable village scissors villain search weather secret Wednesday secretary weight semester weird sense were parate we're ogration serges in shepn where whether which shining whole sincerely whose witch sophomore spaghetti voman speak men nderful ponsor ck ing ten te opping stories

Ø marize ummary superintendent suspense suspicion swimming synagogue temperament themselves there therefore they they're thief thoroughly thought through tobacco together

tomorrow

tragedy

tried

strengthen

stretch

studies

studying

succes

u're

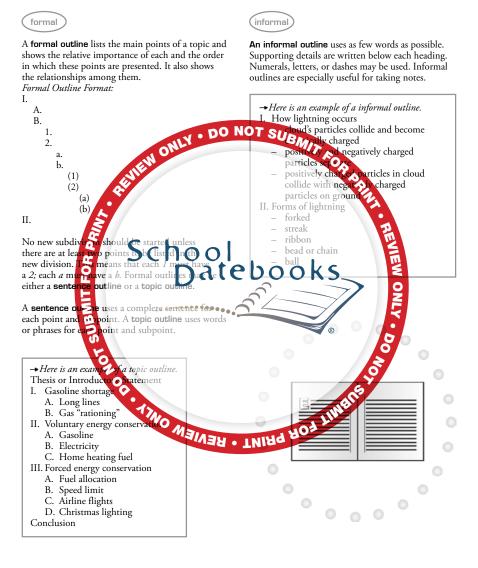


# LANGUAGE ARTS outlining



### OUTLINING

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





## 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 main title but not the other title.
- reluded in larger works, song titles, and titles of
- unpublished works.

  73 Separate the author, title, and titles of the lowercase abbreviation to itentify pairs of a work (for example, we volume), a named translator (trans.), and taned editor (ed.). However, when these designates a follow a period, the first letter should capitalized.

  89 Use the shortened.
- (9) Use the shortener for the publisher's name. When the publisher's name includes the name of a person, cite the has name alone. When the publisher's name includes the name of the than one person, cite only the first of these names.
- **(10)** Use the physical Accessed 5 Jan. 2019" instead of listing the date or the abbreviation,

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ANY CITATION (GENERAL GUIDHLINES)	(transports of container (self contained if book), Other Intributors (transports of container), Posicy (edition), Number (vol. and tro.), Publisher, Publication Date, Location (pages, paragraphs, UP), or DOI). 2nd container's title, Other contributors, Version, Number Ziblisher, Publication date, Date of Contributors (framplicable).
PAGE ON A WEBSITE	"How to Change Your Car's Oil." <i>eHow</i> , 25 Sept. 2018, www bow.com/how_2018_how-oil.html. Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." <i>Maritime Law</i> , vol. 2006, 6, 2018, pp. 595-600, www.maritimelaw.org/article. Access 115 eb. 2017.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author Manne, first name, "Artickos Periodical title, Day Month Year, pages 134 • LNING
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." <i>Time</i> , 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. <i>Plain Dealer</i> , 11 Mar. 2019, p. 6B.

# LANGUAGE ARTS MLA style of documentation

BOOK (GENERAL GUIDELINES)	Author's last name, first name. 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. <i>Elements of Writing About a Literary</i> 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 Cockefeller Panel Reports. Prospect for A Social Doubleday, 1961.
BOOK BY AN ANONYMOUS AUTHUR	Literary Market Place: The Directory of the Book Public, & Industry. 2003 ed., Bowker, 2002.
BOOK WITH A CUTHOR AND AN EDIT	Toomer, Jean. Cane. Edited by Darwin T. Turner, Norton,
A WORK IN OV ANTHOLOGIL	Gors, William II e Havstack in the Floods." Nineteenth Carry  British Vino Plet Edited of Octon Wilb Sand W. H. A En,  Dell, Laurel Edition, 1965, pp. 35-52
AN EDITION OTHER THAN THE FORT	Chaucer, Geoffrey. The Blancial Chancer Edited by Larry D. Been. 3rd ed., Houghton, 1987.
SIGNED ARTICLE N A REFERENCE BOX	Wallace, Wilson D. "Superstition." World Book Encyclopedia 270 ed., vol. 2, Macmillan, 2019.

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### LANGUAGE ARTS APA style of documentation

### YOUR REFERENCE LIST

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

### BASIC RULES

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

- Indent your reference list one-half inch from the left margin, excluding the first line of each reference, which should remain flush left. This is called a hanging indent.
- Double-space all references.
- Capitalize only the first word of a title or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors (in this case, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the photo pile this six authors' last names letter by letter. If you have more than one work by titular author, order the by titular author, order the by titular author is a 2014 article would appead to be a 2015 article). When an author are cars as a sole author and again as the first author of a graph when one-author entries first. If no author is go for a particular source, alphabetize by the title that piece in the reference list. Use a shortened version to the title for parenthetical citations within the
- Use "&" instead of Sod" before the last author's name when listing multiple author a single work.

### BASIC FORME OR SOURCES IN PRINT

An article in a Priodical (Such aper, or magazine)

Author, A. Author, R ion year, mont h day). Title of art odical, volume numl You need to list by the volume number i ular volume. If each l, volume we begins with page 1, then you should list the number (issue nber), pages.

A nonperiodicar puch as a book, report, brochure or

tide (Edition) olisher. Author, A. A Year of publication). Title of work: Capital letter also Do not in Ode the location of the publisher in the citation.

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

Editor (Eds.), Athor, B. B. (Year of publication). Title of chapter. In A. Editor & of chapter). Publisher.

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

# TNIAG AOS TIL BASIC FORMS FOR ELECTROMAS

### 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:0000000/0000000000000

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

Because e-mail is a personal communication, not easily retrieved by the general public, no entry should appear in your reference list. Instead, parenthetically cite in text the communicator's name, the fact that it was personal communication, and the date of the communication: The novelist has repeated this idea recently (S. Rushdie, personal communication, May 1, 2015).

### LANGUAGE ARTS APA style of documentation



### **EXAMPLES**

### Journal article, one author

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

### Journal article, more than one author

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

### Work discussed in a secondary source

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and

parallel-distributed-processing approach DoyNO Tassing, 100, 589-608.

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

In Seidenberg and Moyn land's study (as cited in Coltheart, Curtis, Atkins, & Color, 1993), ...

### Magazine article, one athor

→ Henry, W. A., II. 1990, April 9). Making the grade in today's schools. Time, 135, 1

### Book

Valencia, R. R. (1991). APA guide to preparing manuscripts for journal p sycholog

### An article or 📴

O'Neil, J. 17 & Egan, J. (1992). M transi<mark>ti 🛶 an</mark>d transformation. In B. R. Wainrib (pp. 10-223). Springer.

### A government Hication

® Publication → National Instante of Mental Health. (1990). Clinical training in serious mental illness (D No. ADM 7-1679). U.S. Government Printing Office.

### A book or article without or editor named

- → Merriam-Webster's coexiate dictionary (11th ed.). (2005). Merriam-Webster.
- → New drug appears to at isk of death from heart failure. (1993, July 15). The Wangton Post, p. A12. For parenthetical citations of sources in text with no author named, use a shortened which the title instead of an author's name. Use quotation when and talics as appropriate. For example, the detical citations of the two sources above would appear as follows when the weekster's, 2005) and "1993.

### A translated work and/or a republished WASH INIE

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

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

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

### An entry in an encyclopedia

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

### An online journal article (no DOI assigned)

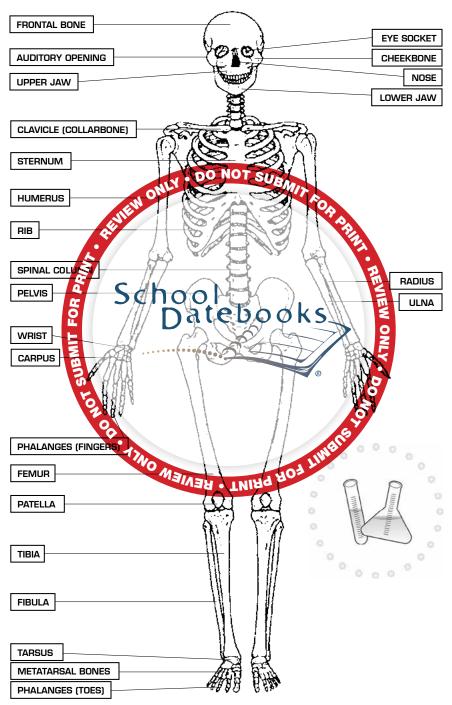
- Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. Journal of Buddhist Ethics, 8. http://www.buddhistethics.org/2/inada1

### A web page

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

# SCIENCE the human skeleton





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

# **SCIENCE** Periodic table of the elements



	GROUP 1** IA***							,										VIIIA VIIIA
-	- <b>I</b>						Ato	Atomic Number 47	47	- Symbol								Ę,
•	hydrogen 1.008	8 A				Henry Many U.B. W.	ä <b>\</b>	ment Name	BMI	FOR Atomic Mas	PRIM		<b>1</b> 33	14 IVA	51 AV	16 VIA	VIIA	helium 4.003
	9	4					\	0					ß	9	7	80	6	10
2	=	Be	Group IA	Group IA (excluding Hydrogen) comprises the Group IIA comprises the alkaline-earth metals.	lydrogen) co he alkaline-e	Group IA (excluding Hydrogen) comprises the alkal Group IIA comprises the alkaline-earth metals.	ilkali metals					Q	<b>m</b>	ပ	Z	0	L	Š
	lithium 6,941(2)	beryllium 9.012	Group VI	Group VIIIA comprises the noble gases	s the noble g	jases.	2			-	•	10	boron 10.81	carbon 12.01	nitrogen 14.01	oxygen 16,00	fluorine 19.00	neon 20.18
	=	12				1				•			<b>2</b>	14	15	16	17	18
8	Ra	Z				ZA	ransition	Metals —	•				Ŋ	S	Δ.	S	ច	Ā
	sodium	magnesium	e٩	4 2	<u>د</u> و ما	0	7 VIIID	00	6	10	==	12	althui	silicon	phosphorus	sulfur	chlorine	argon
	22.99	24.31	<b>≘</b>	a la	9 8		VIID		O S		g <sub>1</sub>	g c	26.98	28.09	30.97	32.07	35.45	39.95
OD	<u>*</u> ¥	<sub>2</sub> 6	S.	z <b>;</b>	S >	AE.	N N	e E	Ç.		Cu	S N	9	9	, <b>V</b>	, C	Ä	* <b>7</b>
1834	potassium	calcium	scandium	titanium	vanadium	Mominim	manganese	iron	cobalt		copper	zinc	gallium	germanium	arsenic	selenium	bromine	krypton
	39.10	40.08	44.30	47.87	50.94	32.00	54.94	22.83	28.4	l;	03.55	05.38(2)	27.60	2.03	74.92	18.97	73.90	83.80
•	÷ 5	# d	R >	§ <b>V</b>	4 7	42	F 43	4 0	* <b>4</b>	6	47	چ <del>ر</del>	49	0	ي د د	8 F	£ =	ş >
r.	2	ה ה	<b>-</b>	7	2	0	2			•	61	5		֓֞֝֓֞֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֡֓֓֓֓֡֓֓֡֓	2	ָ בּ	- 1	<b>Y</b>
	85.47	87.62	944 IUM 88.91	21rconium 91.22	92.91	95.95	(97)	101.1		106.4	107.9	112,4	114.8	/O	antimony 121.8	127.6	126.9	131.3
	52	99	17-73	72	73	74	75	9/	77	78	79	80		8 1	83	84	82	98
9	S	Ba	Inthanoide	Ï	Ta	<b>3</b>	Re	Os		E C	Au	Hg	F	9	<u>.</u>	<b>6</b>	Ą	뚪
	cesium 132.9	barium 137.3		hafnium 178.5	tantalum 180.9	tungsten 183.8	rhenium 186.2	osmium 190.2	rid um 192.2	patinum 195.1	gold 197.0	mercury 200.6	thallium 204.4	lead 207.2	bismuth 209.0	polonium (209)	astatine (210)	radon (222)
	87	88	89-103	104	105	901	107	108	109	€	111	112	113	114	115	116	117	118
7	È	æ	Actinoids	Æ	<b>D</b>	0	B	Hs	MIT W	Ľ	Rg	Cu	Y)	Œ	Š	2	S L	<b>6</b> 0
	francium (223)	radium (226)		rutherfordium (267)	dubnium (268)	Set. rgilum	bohrium (270)	hassium (269)	(XX)	darims currum	roentgenium (282)	copernicium (285)	nihodit (279)	flerovium (290)	moscovium (290)	livermorium (293)	tennes sine (294)	oganesson (294)
						III		®		S			0					
* IUPAC	* IUPAC conventional atomic weights; standard	mic weights; sta	ndard	22	28	۲.	09	61	62	63	64	65	99	<b>L9</b>	89	69	20	Ľ
atomic	atomic weights for these elements are expressed in intervals; see iupac.org for an	elements are 9e iupac.org for a	an e	Ē	S	P	S	Pm	Sm	Eu	Gd	À	Ş	운	ш	E	Ϋ́	Ī
explana adopted	explanation and values. ** Numbering system adopted by IUPAC. *** Numbering system	** Numbering sy: mbering system		lanthanum 138 90547	cerium 140,116	praseodymium	neady 40	promethium	samarium 150.36	europium 151.964	gadolinium 157.25	2	dysprosium 162.500	holmium 164.93033	erbium 167.259	thulium 168.93422	ytterbium 173.054	lutetium 174 9668
widely t	widely used from the mid-20th century.	1-20th century.		89	90	91		6	94	95	1	16	86	66	100	101	102	103
() indicates lived isotope	( ) indicates the mass number of the longes: lived isotope.	mber of the long	esr-	Ac	두	Ра	>	7	NEK.			ᄶ	ర	В	Ē	δ	ŝ	Ľ
				actinium (227)	thorium 232.0377	protactinium 231.03588	uranium 238.02891	neptunium (237)	plutonium (244)	americium (243)	curium (247)	berkelium (247)	californium (251)	einsteinium (252)	fermium (257)	mendelevium (258)	nobelium (259)	lawrencium (262)

# SCIENCE physics laws & formulas



#### Mass Density

mass density = mass volume

### Speed

distance covered average speed = 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<sub>F</sub>=final velocity; v<sub>I</sub>=initial velocity; t<sub>F</sub>=final time; i<sub>I</sub>=initial time)

### Law of Universal Gravitation

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

(F=force of attraction; m1 and m2=the masses of the two bodies; d=distar between the centers of m1 and G=gravitational constant)

### Work Done by a For

work = (force)(dis

### Power

power = above formula for work) time

### Kinetic Energy

 $KE = \frac{mv^2}{}$ (KE=kinetic e

### Specific Heat

 $Q = cm\Delta t$ 

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

#### Electric Current trength

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

### Momentum

SAINT FOR PRINT • REVIEW ONLY momentum = (mass)(velocit

### 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=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<sub>1</sub>=original pressure; p<sub>2</sub>=new pressure; V<sub>1</sub>=original volume; V<sub>2</sub>=new volume)

### Wave Motion

V = nl

(V=wave velocity; n=wave frequency;

### DOUNOTTSU Surface Perpendicular

to the Luminous

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

### Focal Length of Mirrors and Lense

$$\frac{1}{f} = \frac{1}{d_0} + \frac{1}{d_1}$$

cal length; do=object distance;



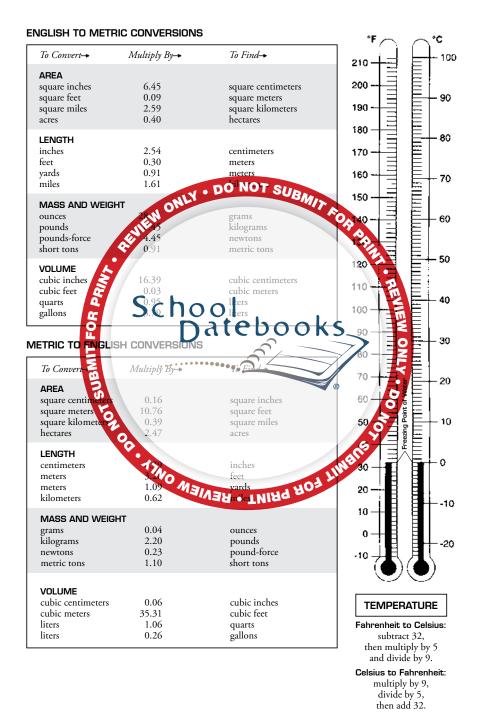
$$I = \frac{V}{R}$$

(I=strength of the current flowing in conductor; V=the potential differen applied to its ends; R=its resista



### SCIENCE unit conversions





# SCIENCE weights & measures & formulas

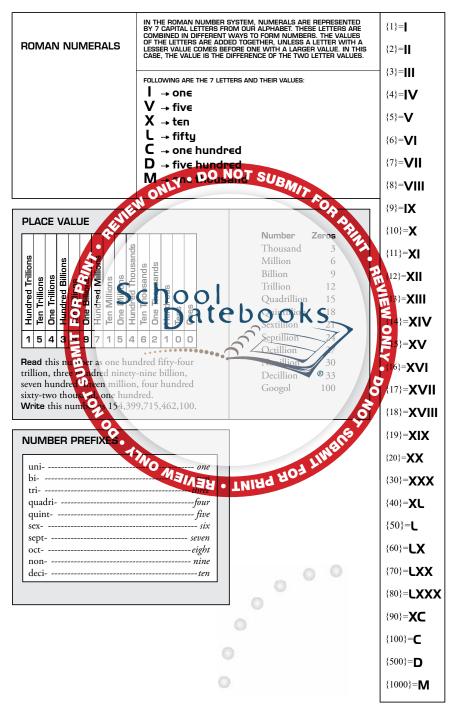


### **WEIGHTS AND MEASURES**

ENGLISH		METRIC	
Area		Area	0 0 0 0
1 square foot (ft <sup>2</sup> )144 sa	anara inchas (im²)		100 ca million atom (mm²)
1 square yard (yd <sup>2</sup> )			100 sq millimeters (mm²) 10,000 sq centimeters
1 acre4.			10,000 sq tentimeters
1 square mile (mi <sup>2</sup> )			1,000,000 sq meters
•		-	
Capacity 1 cup (c) 8 fl	uid ounces (flog)	Capacity	
1 pint (pt)			001 titer (L)
1 quart (qt)		1 1:1:, (11)	1.15
1 quart (qt)	Â.	NOTalifer (dal)	10 liters
1 gallon (gal)	4 cups	hector (By)	100 liters
	ONL	NOT (dal) 1 he to (la) 1 kiloliter (ki) Length 1 millimeter (mm) 1 centimeter (cm)	1,000 liters
Length	W 2 in about (in)	Lawath	O <sub>A</sub>
1 foot (ft)	36 inches	Length	001
1 yard (yd) 1 yard	36 inches	1 millimeter (mm)	001 meter (m)
1 mile (mi)	5,280 feet		
1 mile	1,760 yards	1 decimeter (dm) 1 dekameter (dam)	1 meter 10 meters
1 mile	1,700 yurus	1 hectometer (hm)	
Time		1 kilometer (km)	00 meters 00 meters
1 minute (min)	60 reconds (s)	1 KHOHICICI (KIII)	meters
1 hour (h)	(0 ninues	Mass/Weight	
1 day (d)	24 hours	el milligram (mg) K.	00 <mark>\tura</mark> m (g)
1 week (wk)	7 Jagot 1	(1 conterm (2) - 1	gram
1 year (yr)	-12 months (mo)	1 decigram (dg)	gram
1 year	52 weeks	1 dekagtam (dag)	grams
1 year	365 days•••	hectogram (hg)/-	grams
1 century (c)	100 years	I kilogra.	1,060 grams
Weight		1 metric ton (t)	1,0 <mark>00 kil</mark> ograms
	16 ounces (oz)		S S
1 short ton (T)	2,000 pounds		
			6
FORMULAS			
TORIVIOLAS			S
Perimeter of a rectangle	P = 2(1+w) P = 4s M3/1314A = lwA = s <sup>2</sup>	FORMULA KEY  A = great to 1	(4)
Perimeter of a square	P = 4s	FURIVIOLA KET	
Perimeter of a square Perimeter of a regular polygon	May 15	A = area	ny side of a plane figure
(n = number of sides)	REVIEW	NIAG Ength of a	ny side of a plane figure
Area of a rectangle	A = lw	D = area of base	
Area of a square	$A = s^2$	d = diameter	
Area of a parallelogram	A = bh	h = <i>height</i> , perpendi	
Area of a triangle	A = ½bh		nt of the figure to the
Area of a trapezoid		extended base	
Area of a circle		l = length	
Circumference of a circle	$-C = \pi d$ , or $2\pi r$	P = perimeter	
Volume of a rectangular prism	V = lwh	r = radius	
Volume of any prism	V = Bh	s = side	
Volume of a cylinder	$V = \pi r^2 h$	sa = surface area	
Volume of a pyramid	V = ½Bh	V = volume	
Volume of a cone		w = width	
Surface area of a cylinder S.			
Pythagorean Theorem			
(sides oj	f a right triangle)		
Simple interest	I = prt	I = interest, p = prin	cipal, r = rate, t = time
Distance	d = rt	d = distance, r = rate	, t = time



# MATHEMATICS Roman numerals & place value



# MATHEMATICS squares & square roots

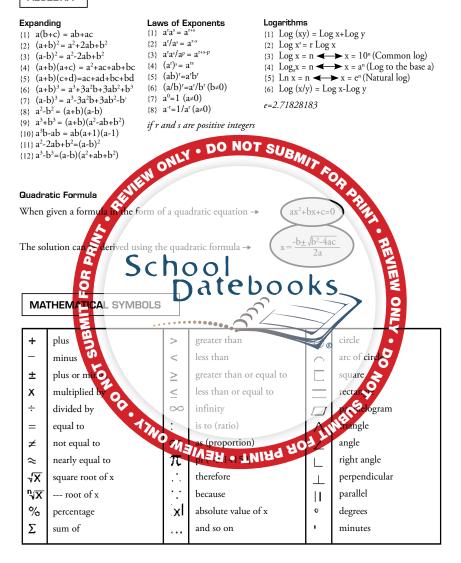
### **SQUARES & SQUARE ROOTS**

N	N <sup>2</sup>	√N	1 I		N	N <sup>2</sup>	√N			N	N <sup>2</sup>	√N
1	1	1.00	1		51	2,601	7.14			101	10,201	10.05
2	4	1.41			52	2,704	7.21			102	10,404	10.05
3	9	1.73			53	2,809	7.28			103	10,609	10.15
4	16	2.00			54	2,916	7.35			104	10,816	10.19
5	25	2.24			55	3,025	7.42			105	11,025	10.25
			1									
6 7	36	2.45			56 57	3,136	7.48			106 107	11,236	10.30
8	49 64	2.65 2.83			58	3,249 3,364	7.55			108	11,449 11,664	10.34 10.39
9	81	3.00			59		7.62			400	11,881	10.39
10	100	3.16				3480 3,000	ŊŌŢ	S	JP	109	12,100	10.44
				6	MEX		7./)		7	7/7		
11	121	3.32			0.	3,721	7.81			110	12,321 0,544	10.54
12	144	3.46	W.		62	3,844	7.87			112		10.58
13	169	3.61			63	3,969	7.94			113	12,70	10.63
14 15	196	3.5			64	4,096	8.00			114	12,990	
	225	3.87			65	4,225	8.06			115	13,225	72
16	256	2.00			66	4,356	8.12			116	13,456	10.77
17	289	4.12			67	4,489	8.19			117	13,689	10.22
18	3240	4.24	C L	_	68	4,624	8.25			118	13,924	10.83
19	361	4.36	2		FO	$O^1$	8.31			119	14,161	10.91
20	$^{40}$ 6	<b>4.</b> 47				490	$\phi^3$				14,400	10.95
21	441	4.58			71	5,041	8.45			121	14,641	11.00
22	484	4.69			72	5,184	8.49		_	122	14,884	11.05
23	525	4.80			7.3	5,329	254	$\angle$		123	15,129	11.09
24	577	<b>4</b> .90			74	5,476	8.60			124	15,376	11.14
25	625	5.00			75	5,625	8.66				®15,625	11.18
26	676	5.10			76	5,776	8.72			126	15,876	11.
27	729	20			77	5,929	8.77			127	16,129	11.27
28	784	220			78	6,084	8.83			128	16,384	31
29	841	5.6			79	6,241	8.89			129	16,641	1.36
30	900	5.4			80	6,400	8.94			130	16,900	11.40
31	961	5.57	4		81	6,561	9.00			131	1001	11.45
32	1,024	5.66		Vo	82	6,724	9.06			132	7,424	11.49
33	1,089	5.74			Ma	6,889	9.11		u	033	17,689	11.53
34	1,156	5.83			84	REV	9.11 •9. <b>LN</b>	IA	۲	134	17,956	11.58
35	1,225	5.92			85	7,225	9.22			135	18,225	11.62
36	1,296	6.00			86	7,396	9.27			136	18,496	11.66
37	1,369	6.08			87	7,569	9.33			137	18,769	11.70
38	1,444	6.16			88	7,744	9.38			138	19,044	11.75
39	1,521	6.24			89	7,921	9.43			139	19,321	11.79
40	1,600	6.32			90	8,100	9.49			140	19,600	11.83
41	1,681	6.40	] [		91	8,281	9.54			141	19,881	11.87
42	1,764	6.48			92	8,464	9.59			142	20,164	11.92
43	1,849	6.56			93	8,649	9.64			143	20,449	11.96
44	1,936	6.63			94	8,836	9.70			144	20,736	12.00
45	2,025	6.71			95	9,025	9.75			145	21,025	12.04
46	2,116	6.78	1 I		96	9,216	9.80			146	21,316	12.08
47	2,209	6.86			97	9,409	9.85			147	21,609	12.12
48	2,304	6.93			98	9,604	9.90			148	21,904	12.17
49	2,401	7.00			99	9,801	9.95			149	22,201	12.21
50	2,500	7.07			100	10,000	10.00			150	22,500	12.25
			. I									





### **ALGEBRA**



# 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	=	05%
1/9	=	0.111		11.1%
1/10	=	0.1		10%
1/11	=	0.091	=	9.1%
1/12	=	7.083	=	8.3%

### **WORKING WITH FRACTIONS**

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

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

To multiply:

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

with the recipitation

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

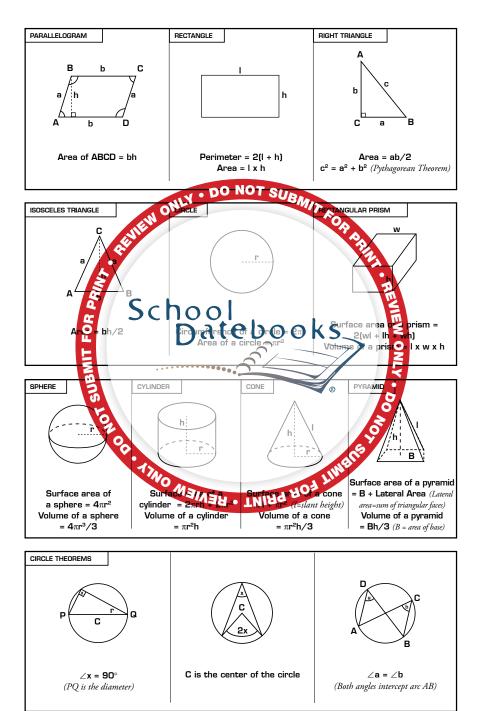
To add or subtract, first find common denominator:

MULTIPLICATION TABLE

			2 _					••••	•••					$\supset$						
	1	2		4	5	6	7	8	9	10	11	I E	43		15	16	17	18	19	20
1	1	2	5	4	5	6	7	8	9	10	11	12	13	14	15	16	10	18	19	20
2	2	4	4	8	10	12	14	16	18	20	22	24	26	28	30	32	9	36	38	40
3	3	6	76	12	15	18	21	24	27	30	33	36	39	42	45	48	37	54	57	60
4	4	8	12	0	20	24	28	32	36	40	44	48	52	56	60	65	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	750	30	85	90	95	100
6	6	12	18	24	35	36	42	48	54	60	66	72	78	84	100	96	102	108	114	120
7	7	14	21	28	35	Yo	49	56	63	70	77	84	91	92	105	112	119	126	133	140
8	8	16	24	32	40	48	36	M	72	80	MIL	d	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400

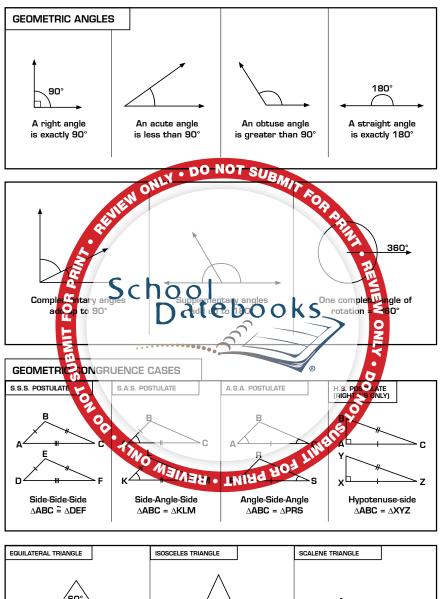
# MATHEMATICS area & volume

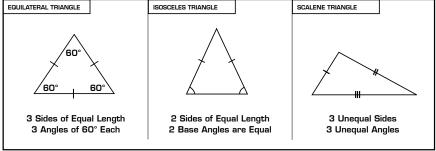




# MATHEMATICS geometric angles & congruence cases







# MATHEMATICS trigonometry



### TRIGONOMETRIC RATIOS

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

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

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

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

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

$$cos^{2}\theta - sin^{2}\theta = cos2\theta$$

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

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

### TRIGONOMETRIC RATIOS

### Law of Sines

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

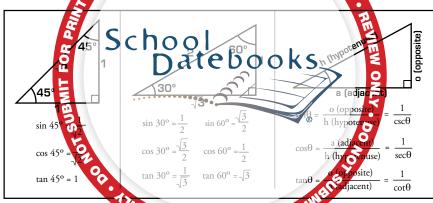
### Law of Cosines

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

### Law of Tangents

tan 1/2(A-B) tan 1/2(A+B) -c 10 1/2(B-C)

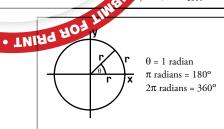
 $\frac{c-a}{c+a} = \frac{\tan 1/2}{\tan 1/2}$ 

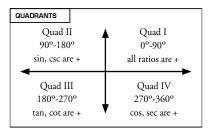


h

VALUES	OF TRIGON	IOMETRIC I	RATIOS	O <sub>M</sub>	
θ	0	π/2	π	M S 3π/2	REV
sinθ	0	1	0	-1	0
$\cos\theta$	1	0	-1	0	1
tanθ (sin/cos)	0	∞	0	8	0
$\underset{(1/\cos)}{\text{sec}\theta}$	1	∞	-1	∞	1
cscθ (1/sin)	∞	1	∞	-1	∞
$\cot \theta$ (1/tan)	∞	0		0	∞

note: ∞ denotes undefined or infinite





# CIVICS Bill of Rights



### **AMENDMENT**

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**

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 infrin

# **AMENDMENT**

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

# AMENDME

The right of the people to be secure in houses, papers Ld effects, against unre searches and starres, shall not be violated, and no warrants she issue, but upon probable cause, supported by or or affirmation, and particular describing the to be searched, and the person to be searched, and the persons or things to be sen

### AMENDMENT

No person shall be held answer tot a capital, or otherwise infamous crime, caless on a presentment or indictment of a grand junct, but in cases arising in the land or naval forces on the militia, when in actual service in time of war of successful any person be subject for the successful and successful any person be subject for the successful and successful any person because the successful and successf No person shall be held answer for a capital, or 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

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.

# DO NOT SUBMIT

In suits at confidence, where the value in controversy shall exceed twenty does the right of trial by jury shall be preserved, and to be tried by a jury, shall be otherwise re-examined in a court of the United States, than according to the states of the common law. where the value in controversy

## **AMENDMENT**

Excessive bail shall not be required -r excessive fines imposed, nor cruel and unusua nishments

# AMENDIMEN:

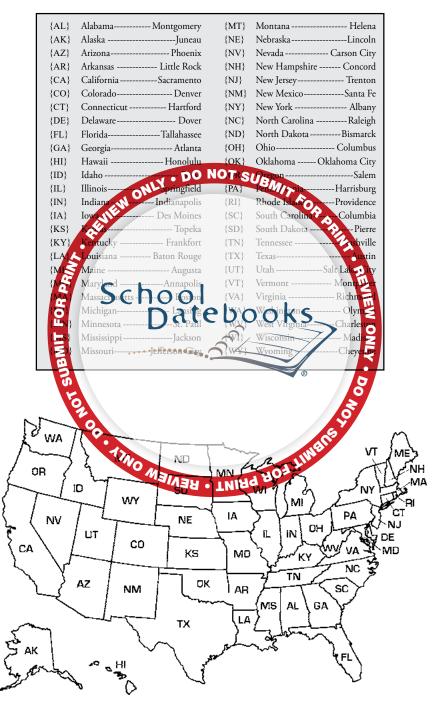
ne Constit**uti** strued to deny of disparage rights, shall no others retained by the people.

### AMENDMENT

The powers not delegated the United States by the Constitution, nor prohit, by by it to the states, are reserved to the states.



## **GEOGRAPHY** states & state capitals



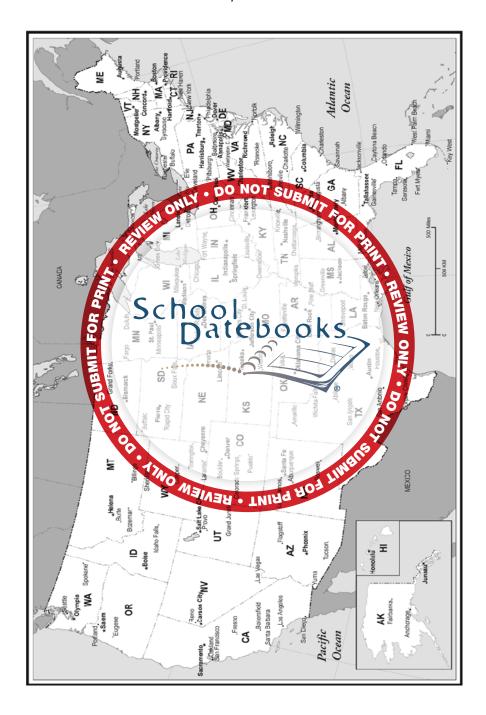
# **CIVICS** United States presidents



No.	President	Party	Native State	Dates of term(s)	Vice President
{1}	George Washington	Unaffiliated.	Virginia <sup>†</sup>	April 30, 1789-March 3, 1797	John Adams
{2}	John Adams	Fed.	Massachusetts <sup>†</sup>	March 4, 1797-March 3, 1801	Thomas Jefferson
{3}	Thomas Jefferson	DemRep.	Virginia <sup>†</sup>	March 4, 1801-March 3, 1805	Aaron Burr
	Thomas Jefferson		Ü	March 4, 1805-March 3, 1809	George Clinton
{4}	James Madison	DemRep.	Virginia <sup>†</sup>	March 4, 1809-March 3, 1813	George Clinton*
	James Madison		Ü	March 4, 1813-March 3, 1817	Elbridge Gerry*
{5}	James Monroe	DemRep.	Virginia <sup>†</sup>	March 4, 1817-March 3, 1825	Daniel D. Tomkins
{6}	John Quincy Adams	DemRep.	Massachusetts <sup>†</sup>	March 4, 1825-March 3, 1829	John C. Calhoun
{7}	Andrew Jackson	Dem.	Carolinas <sup>†</sup>	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 <sup>†</sup>	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 4, 1849-July 9, 1850	Millard Fillmore
{13}	Millard Fillmore	Whig	New York	July 10, 1850-March 3, 1853	Walls D. In.
{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 NO	March 4, 1861-March 3, 1865	Hannibal Hamlin
(17)	Abraham Lincoln*	Dom	North Carolina	M3 305-April 15, 1865	Andrew Johnson
{17} {18}	Andrew Johnson Ulysses S. Grant	Dem.	Ohio	March 4, 1863 April 15, 1865 April 15 / Jach 3, 1869 March 4, 1863 April 3, 1873 March 4, 1873 March 6, 1873 March 9, 1873 March 9, 1874 March 1877 March	Schuyler Colfax
(10)	Ulysses S. Grant	Acp.	Onio	March ( 1973 March ( 1977	Henry Wilson*
{19}	Rutherford B. Hayes		Ohio	March 4, 1877-March 3, 381	William A. Wheeler
{20}	James A. Garfield*	Rep.	Ohio	March 4, 1881-Sept. 19, 18.	Chester A. Arthur
{21}	Chester A. Arthur	Rep.	Vermont	Sept. 19, 1881-March 3, 1885	Chester 7t. 7ti tilui
{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 Clevel	Dem.	New Jersey	March 4, 1893-March 3, 1897	
{25}	William Mc -llev	Rep.	Ohio	March 4, 1897-March 3, 1901	Adlai E. Stevenson rret A. Hobart* odore Roosevelt
. ,	William M nley*			March 4, 1901-Sept. 14, 1901	odore Roosevelt
{26}	William Manley* Theodore wevelt Theodore worevelt	Rep.	New York	Sept. 14, 1901-March 3, 1905	
	Theodore Ruosevelt	c	$\cap \cap I$	March 4, 1905-March 3, 1909	Chees W. Fairbanks
{27}	William - Taft -	Rep	Chio	March 4, 1909-March 3, 1913	Jan u.S. Sherman*
{28}	Woodrou Vilson	Dem.	Yirgaite	Max n 4. 203-N 2 rch 5. 1917	The as R. Marshall
	Woodr <mark>oi ⊓Wi</mark> lson				
{29}	Warren G. Harding*	Rep.	Ohio	March 4, 1921-August 2, 1923	Cal  Coolidge
{30}	Calvin Coolidge	Rep.	Vermont	August 3, 1923-March 3, 1925	2 0 5
(21)	Calvin Clidge	D		March 4, 1925-March 3, 1929	Chr. s G. Dawes
{31} {32}	Herbert Hoover Franklin Roosevelt	Rep. Dem.	lowa New York	March 4, 1929-March , 1933 March 4, 1922 Jan 0, 1937	Charles Curtis John N. Garner
(32)	Franklin Roosevelt	Deni.	INCW IOIK	Jan. 20, 1937-Jan. 40,@941	John IV. Garrier
	Franklin L. Coosevelt			Jan. 20, 1941-Jan. 20, 1945	A. Wallace
	Franklin D. P. grenelt*			Jan. 20, 1945-April 12, 1945	Orry S. Truman
{33}	Franklin D. Posevelt* Harry S. Trun	Dem.	Missouri	April 12, 1945-Jan. 20, 1949	o. minim
(55)	Harry S. Trum	2501111	1711000411	I 20 10/0 I 20 1052	Alben W. Barkley
{34}	Dwight D. Eisenhower	Rep.	Texas	Jan. 20, 1949-Jan. 20, 1933 Jan. 20, 1953-Jan. 20, 1957	Richard M. Nixon
. ,	Dwight D Ficarly			Jan. 20, 1957-Jan. 20, 1961	
{35}	John E Vonnadu*	Dem.	Massachusetts	Jan. 20, 1961-Nov. 22, 1967	Lyndon B. Johnson
{36}		Dem.	Texas	Nov. 22, 1963-Jan. 20, 100	
	Lyndon B. Johnson			Jan. 20, 1965- <b>Jan. 20</b>	Hubert H. Humphrey
{37}	Richard M. Nixon	Rel	California	Jan. 20, 1969- <b>Jan. 2</b> 1973	Spiro T. Agnew*
	Richard M. Nixon*	M	31.	Jan. 20, 1970 6, 9, 1974	Gerald R. Ford*
{38}	Gerald R. Ford	Rep.	I . HEVIL	N 1974 Jan. 20, 1977	Nelson Rockefeller
{39}	junies L. Curier, 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
(41)	Ronald Reagan	D	1.6	Jan. 20, 1985-Jan. 20, 1989	D 0 1
{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.
[42]	William J. Clinton	D	C	Jan. 20, 1997-Jan. 20, 2001	Dishard P. Charana
{43}	George W. Bush George W. Bush	Rep.	Connecticut	Jan. 20, 2001-Jan. 20, 2005 Jan. 20, 2005-Jan. 20, 2009	Richard B. Cheney
{44}	George w. Busn Barack H. Obama	Dem.	Hawaii	Jan. 20, 2005-Jan. 20, 2009 Jan. 20, 2009-Jan. 20, 2013	Joseph R. Biden, Jr.
(++)	Barack H. Obama	Delli.	1 1aWdII	Jan. 20, 2009-jan. 20, 2015 Jan. 20, 2013-Jan. 20, 2017	Joseph R. Diden, Jr.
{45}	Donald Trump	Rep.	New York	Jan. 20, 2017-Jan. 20, 2017	Mike Pence
{46}	Joseph R. Biden, Jr.	Dem.	Delaware	Jan. 20, 2021-Jan. 20, 2025	Kamala Harris
{47}	Donald Trump	Rep.	New York	Jan. 20, 2025-	JD Vance
. ,	(*did not finish term, †born				,
UBDED C	OF PRESIDENTIAL SUCCESSION	<u> </u>		·	
JUNE L					

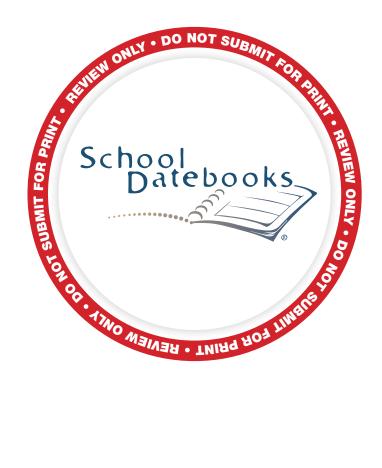
- {1} The Vice President
- {2} Speaker of the House{3} President pro tempore of the Senate
- {4} Secretary of State {5} Secretary of the Treasury
- (6) Secretary of Defense
- {7} Attorney General
- {8} Secretary of the Interior
- {9} Secretary of Agriculture
- {10} Secretary of Commerce
- {11} Secretary 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

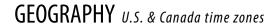




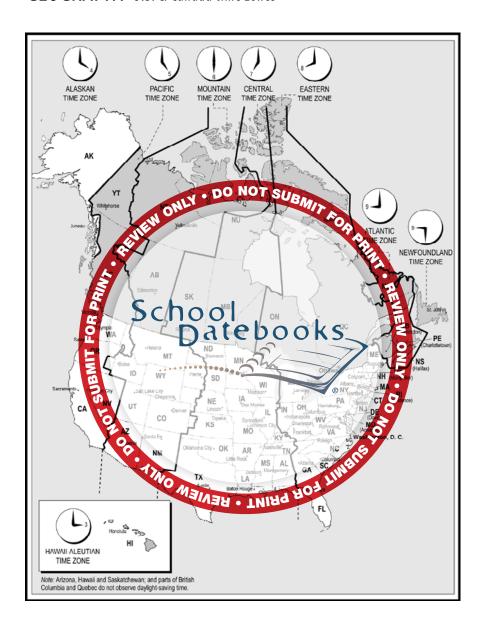
# **INSERT STATE MAP**











# HEALTHY LIVING dietary guidelines



### **DIETARY GUIDELINES**

RECOMMENDATIONS FOR DAILY FOOD CHOICES

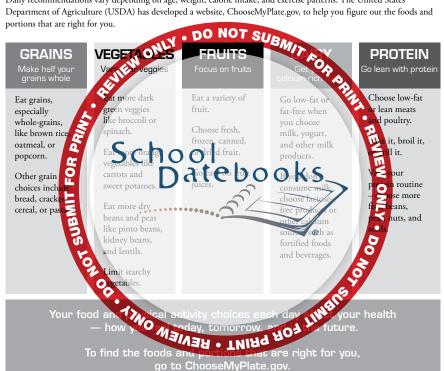
A balanced diet of nutrient-rich foods is a key component of overall health. Follow the food group recommendations to help you eat better every day. Each of these food groups provides some, but not all, of the nutrients you need.

A healthy diet is one that emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk products; includes lean meats, poultry, fish,

beans, eggs, and nuts; and is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

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





### Find your balance between food and physical activity

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



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

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

# **HEALTHY LIVING** hotlines & helplines



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	877-968-8454	www.yourlifecounts.org
ALCOHOL/SUBSTANCE ABUSE N	0T Su.	
Al-Anon/Alateen (For Families and Fried 11 Novem Grankers) Alcoholics Anonymous American Council on Alcoholics Anonymous	OT SUBMITE	www.al-anon.alateen.org
Alcoholics Anonymous	212-870-3400	www.aa.org www.recoverymonth.gov www.recoverymonth.gov www.rea.org www.rea.nih.gov
American Council on Alcoh <b>ol</b>	800-527-5344	www.recoverymonth.gov
Narcotics Anonymous	818-773-9999	www.na.org
National Institute on Alexand Abuse and Alcoholism	niaaaweb-r@exchange.gov	www. aa.nih.gov
ABUSE/HEALTH INFO		7
American Heart Cociation	800-AHA-USA-1	www.heart.ux
CDC National FirMAIDS Consul Certer	800-CDC-INFO	www.cdc.go-iv
CDC National Contact Center	BOO-CDC-INFO S	www.cdc.gov
CDC National D Contact Center National Cara Institute		www.cancer.gov
Childhelp Nati —al Child Abuse Hotline (24 hrs.)	-4-A-CHILD	www.childheleorg
National Orga ation for Rare Disorders	800-999-6673	www.raredises.org
Office on Women Health	800-24-9662	www.womenshealth.gov
Poison Control Cter (24 hrs.)	800-222-1222 ®	www.aapcc.org
Rape, Abuse and Incest National Network (RAINN) (24 hrs.)	800-656-HOPE	www.rain org
Youth Violence Presiden	800-CDC-INFO	www.cdc. /violenceprevention
MENTAL HE CTH		
Depression and Bipolar Support Alliance Helpline	800-826-3632	dbsalliance.org www.mentalhealthamerica.net
Mental Health America	800-969-6642	www.mentalhealthamerica.net
National Alliance on Mental Illness Ingry Fron Helpline	800-950-NASE	www.nami.org
	NI Hed ngnouse agmail.com	www.mhselfhelp.org
National Eating Disorders Association Helpline	800-931-2237	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
	I	

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

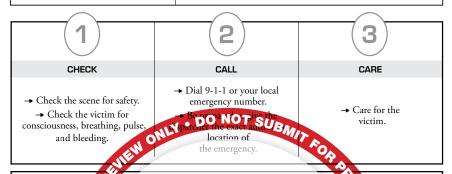


# **HEALTHY LIVING** *emergency action steps*

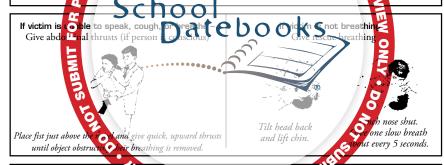


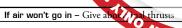
### **EMERGENCY ACTION STEPS**

Adult Life-Saving Steps  $\rightarrow$  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.



- ways care for life-threatening conditions first. If there are none
- → Watch for anges in the victim's breathing or consciousness.
   → Help the victim set comfortably.
   → Reassure the victim set comfortably.



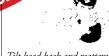




Give up to 5 abdominal thrusts.

# WILL FOR PRINT . REVIEW

Look for and clear any objects from mouth.



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

### If not breathing and no pulse - Give CPR



Find hand position on center of breastbone.



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

American Red Cross

# HEALTHY LIVING 2024-2025 NCAA Banned Drugs List



It is the student-athlete's responsibility to check with the appropriate or designated athletics staff before using any substance.

#### The NCAA bans the following drug classes.

- 1 Stimulants
- 2. Anabolic agents.
- 3. Beta blockers (banned for rifle only).
- Diuretics and masking agents.
- Narcotics.
- 6. Peptide hormones, growth factors, related substances, and mimetics
- Hormone and metabolic modulators.
- Beta-2 agonists.

Note: Any substance chemically/pharmacologically related to any of the classes listed above is also banned. All drugs within the banned-drug class shall be considered to be banned regardless of whether they have been specifically identified. Examples of substances under each class can be found at ncaa. org/drugtesting. There is no complete list of banned substances.

### Substances and methods subject to restrictions:

- 1. Blood and gene doping.
- Local anesthetics (permitted under some conditions).
- 3. Manipulation of urine samples.
- 4. Tampering of urine samples.
- Beta-2 agonists (permitted only by inhalation.)

### SUBMIT NOT

### NCAA nutritional/dietary supplements:

Before using any nutritional/dietary product, a student-athlete should review the product bel with the appropriate athletics department and/or medical staff.

- are contaminated with banned substances not listed on the label 1. Many nutritional/dietary suppl
- Nutritional/dietary supplement cluding vitamins and minerals, are not well-regulated and may cause a positi
- 3. Student-athletes have tested positive and lost their eligibility using nutritional/dietary supplements.
- ritional/dietary supplement ingredient is taken at risk 4. Any product containing

As part of its responsibility ovide education about banned substances, athletics department staff should consider provide supplement use and the residence of to having nutritional/dietary products evaluate by qualified staff members before consu he NCAA has identified Drug Free rt AXIS™ (€ facilitate student-athlete and institutional review of la redients in medications and nutrit etary sup 321 or axis.drugfreesport.com (password ncaa1, no ncaa3).

THERE IS NO SMPLETE LIST OF BANNED E OR TO LE OUT ANY LABEL INGREDIENT THAT MAY CONTAIN A ANCE.

Many nutri ietary supplements are contaminated with banned ty to check with the appropriate or designated at a s the studen resp ng any substa

Some examples of substances in each NCAA banned drug of

#### Stimulants:

Guarana), Cocaine, Amphetamine (Adderal Dimethylbutylamine (DMBA AR), Dimethylhexylamine (DMHA; Octodrine), Ephedrine, Hep Hordenine, Lisdexamfetamine (Vyvanse), Methamphetamin VIbexanamine (DMAA: Forthane), Methylphenidate (Rit Mephedrone (bath salts), Modafinil, Octopamine, Phenethyla EAs), Phentermine, Synephrine (bitter orange).

Exceptions: Phenylephrine and Pseudoephe

### Narcotics:

theroin), Fentan One, Meperidine, Buprenorphine, Dextromoramide, Diamorph roin), Fentanyl and its derivatives, Hydrocodone, Hydrom Methadone, Morphine, Nicomorphine, ne, Oxymorphone, Pentazocine, Tramadol.

O

#### Peptide hormones, growth factor d substances and mimetics

BPC-157, Growth hor Human Chorionic Gonadotropin (hCG), Erythro GF-1 (colostrum; deer antler velvet),

in Synthroid and Forteo are not hanned

### Anabolic agents:

EIVEL: Androstenedione, Boldenone, Clenbuterol, Clostebol, DHCMT (O Turinabol), DHEA, Drostanolone, Epitrenbolone, Etiocholanolone, Methandienone, Methasterone, Nandrolone (19-nortestosterone), Oxandrolone, SARMS [Ligandrol (LGD-4033); Ostarine; RAD140; S-23], Stanozolol, Stenbolone, Testosterone, Trenbolone.

#### Beta blockers (banned for rifle only):

Atenolol, Metoprolol, Nadolol, Pindolol, Propranolol, Timolol.

### Diuretics and masking agents:

Bumetanide, Canrenone (Spironolactone), Chlorothiazide, Furosemide, Hydrochlorothiazide, Probenecid, Triamterene, Trichlormethiazide.

Exception: Finasteride is not banned.

### Hormone and metabolic modulators (anti-estrogens):

Anti-Estrogen (Fulvestrant), Aromatase Inhibitors [Anastrozole (Arimidex); ATD (androstatrienedione); Formestane; Letrozole], PPAR-d [GW1516 (Cardarine); GW0742], SERMS [Clomiphene (Clomid); Raloxifene (Evista); Tamoxifen (Nolvadex)].

### Beta-2 agonists:

Albuterol, Formoterol, Higenamine, Salbutamol, Salmeterol, Vilanterol.

Any substance that is chemically/pharmacologically related to one of the above drug classes, even if it is not listed as an example, is also banned.

Information about ingredients in medications and nutritional/dietary supplements can be obtained by contacting AXIS at 816-474-7321 or axis.drugfreesport.com (password ncaa1, ncaa2 or ncaa3).

July 2024

# SUCCESS SKILLS tips for improving your memory & taking standardized tests

### TIPS FOR IMPROVING YOUR MEMORY

- {1} Keep notes, lists, and journals to jog your memory.
- {2} Decide what is most important to remember by looking for main ideas.
- (3) Classify information into categories. Some categories may be:
  - a. Time summer, sun, swimming, hot
  - b. Place shopping center, stores, restaurants
  - c. Similarities shoes, sandals, boots
  - d. Differences mountain, lake
  - e. Wholes to parts bedroom, bed, pillow
  - f. Scientific groups Flowers, carnation, rose
- (4) Look for patterns. Try to make a word and DO things you are trying to remember. You also could me to remember.
- **(5)** Associate new things arn with what you already know.
- (6) Use rhythm or make a rhyme.
- **{7}** Visualize the information in your mind.
  - a. See the picture clearly and vividly.
  - b. Exaggerate denlarge things.
  - c. See it in dimen d. Put your into the
  - e. Imagine action taking place.
- (8) Link the information together to gi
- (9) Use the infe nation whenever you can. Repetitior is the key 🕏

### TIPS FOR TAKE EXAMS

- {1} Concentrate. Do no lk or distract others.
- {2} Listen carefully to the Vections. Ask questions if they are not clear.
- (3) Pace yourself. Keep your experime, but do not worry too much about
- {4} Work through all of the quest Work through au of the question back to As properties that problem, skip it and come back to As properties that the problem is the control of the problem. order. If you do not think you
- **(5)** Read all of the possible answers for each question
- **(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 you're required to write a short essay, quickly jot down an outline to make sure you include all the key points in your answer.
- [8] When you finish the test, go back through and check your answers for careless mistakes. Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong,
- (9) Do not be afraid to guess at a question. If you have a hunch you know the answer, you probably do!
- **(10)** *Use all of the time allotted* to check and recheck your test.

## SUCCESS SKILLS listening & homework skills

### LISTENING SKILLS

Listening (unlike hearing, which is a physical process that does not require thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the instructor'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 instructor, focus your attention directly on them.
- Pay attention to the instructor's style and how the lecture is organized.
- Participate; ask for clarification when
- Take notes.
- Listen for key words, name ents, and dates.
- Don't make hasty judgy separate fact from opinion.
- Connect what you he with what you already know.

## HOMEWORKSKILLS

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  personal problems outs.

  ; focus your attention directly on .
  how the lecture is organized.

  Purking on NOTA SUBMITED AND TO A **n es**sential part of lear **ou c**an always review or reread assignment he easier it is to remember are the long Not doing you homework because you do not believe in no behavior.
- It is your responsibility to find out what you have missed when you are absent. Take the initiative to ask assumate or instructor what you need to make up. You need to also It is your resp to be turned in. If you are absent for several days, make know when it no arrangements to recove assignments while you are out.
- Have a place to study on works for you one that is free from distractions. Be with yourself about using the TV or stereo during study time. Make sure you everything you need before the begin to work.
- Develop a schedule that you can follow rested when you study to in short blocks of time. Marathon study the rested when you study to be in short blocks of time. → Develop a schedule that you can
- 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.



















## 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 instructor'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 instructor may have certain requirements.
- → Date each day's notes, and keep them in chronological order. Some instructors provide outlines that tell you how a series of lectures will be organized; other instructors will deliver their lectures and expect you to write the information in your notes. Most sing them or repeating them a few instructors will emphasize important points by stre times. Make a note in the margin or high DOaNOT SUB he instructor specifically identifies as important.
- Write notes in short phrase le ving out unnecessary words. Use ab Write clearly so you will able to understand your notes when you re-
- single line through the material is less time consum than trying to erase the whole thing. This will save time and you won't miss at Copy your notes over to make them neat; write them neatly of the lecture. in the first ple Don't create opportunities to waste your time.
- Write notes the right two-thirds of the notebook page. Keep the left one-third free for your low-up questions or to highlight the really important points in the discussion
- them in their discussion.
- Soon after set, while the information is still fred in the mind, reach distributions directly notes in the left column of the paper. Place these the information to which it pertains. Highlight or underline any key points, terms, events or peors. Quiz yourself by covering the 2/3 side of your notes and try to at the questions of developed without referring to your notes. If you need to refree our memory, simply acover the note section to find the answers to your questions quick reviews will on you remember and understand the information as wel as prepare for tests.
- is reinforces the information and helps you the state of → Review your notes daily. ure that you understand the mate
- Make sure your notes summa
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- → Keep class lecture notes and study notes together.















## SUCCESS SKILLS 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. THAT 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.
  - Make sure you have a datebook to write down your homework, extracurricular activities, community activities, and other responsibilities.
  - → Make sure you have all the materials you need when you go to class and when you do your homework



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



- → Rank ear rusk in 1.23 rdel. Salvi 11 the most important task and continuon down the list.
- → When thing homework, start u the subject in which ou need the most improvement.
- → Check or inished tasks.
- If you rently find that you cannot finish all the tasks on you have may need to privitize your optional activities and eliminate some that are low 8n you priority last.
- [44] Set Goals Juso shing to get better grades or to excel in a sport accomplishes nothing. You need plan of action to achieve your goals. Setting goals will result in better grades and other self-esteem. Best of all, setting goals will make you fee in control of your life. Some hints for setting goals:
  - → Be specific. List specific yeals for each academic subject. Also list goals for each school and home activid//
  - → Set time limits. Your goals can the next quiz or test) and long-term (within a 190% on the next quiz or test) and long-term (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 bedroom door, your datebook, your bulletin board) so you will see them several times a day.
  - → Share your goals with others your parents, roommates, instructors, classmates, etc. They can give you encouragement.
  - Keep at it! Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
  - → Reward yourself when you reach a goal.



# SUCCESS SKILLS basic résumé writing



### BASIC RÉSUMÉ WRITING

### The Functional Résumé Format

The functional format is useful for graduating 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, and areas of competence. These can also NOTdSUBJES, such as Office Skills, al Experience, SMIT inglOrganization. Technical Experience,
- Education: a list of all formate o ation, workshops, seminars, internships, school-relate edivities, and on-the-job training (if any). The most recent would come first.

### Remember:

- wo typefaces in the design of your résumé.
- Use short phoses instea
- Line up all
- Use good ty paper; A neutral
- Do not in salary requirements
- Do not ind h, religion, personal information such as or hobbies
- word résumé at the top of the page. Do not use t
- The to one page. Keep your re
- Have a list of recorders (names, company names, phone numbers) ready to give if re

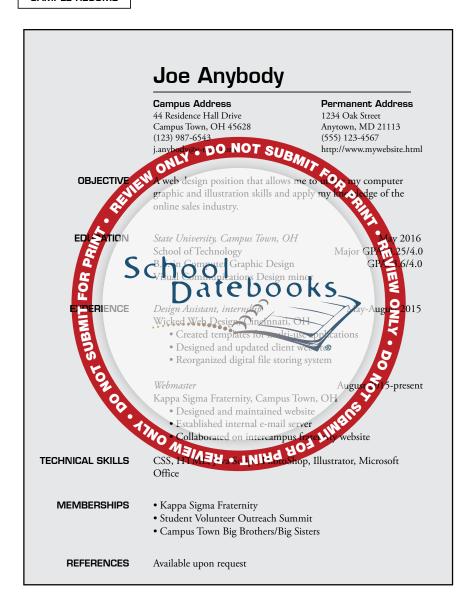
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# SUCCESS SKILLS basic résumé writing



SAMPLE RÉSUMÉ



## SUCCESS SKILLS helpful hints



## THE SUCCESSFUL STUDENT'S

# (BAG OF SKILLS)

# LAUDABLE LISTENING

- Concentrate on what the instructor says.
- Avoid distractions.
- Pay attention to the lecture, and take good notes.
- Participate! Ask questions if you don't understand.
- Listen for key words, names, even NOT
- Don't assume or judge. Senn te f
- Connect what you hear Owhat you already know.

assignments. ■ If you'repsent, get assignr

- Develor routine for completing your homeway Set aside a time; choose a place; have your supplies at hand; and turn off that V or music.
- Study in blocks of time (if that works best for you).
- Begin with your most important assignments fit
- Take breaks perioccally to refresh yourself and review you've learned.

- ure vou **u cerstand**
- Use Me ight two-thicks of the page for notes and the left third for writing questics, and highlighting key poir
- Review your poles immediately after the of session.

  Fill in a wants you missed.
- drawings, etc., to OR PRINT . REVIEW inize and highlight the material.

## **A MEMORABLE MEMORY**

- Use a variety of avenues (listening, notetaking, reading, online resources, etc.) to improve your chances of retaining the material.
- Look for the main ideas, then find out how they all relate.
- Use mnemonic devices. For example, make a word out of the first letters of the items you are trying to remember. To remember the five Great Lakes, think of HOMES: Huron, Ontario, Michigan, Erie, and Superior.
- Make up rhymes using the information you want to remember.
- Visualize the information or make up a story using the different facts you must recall.
- Use and review the information as often as you can because repetition is the key to a good memory.



# SUCCESS SKILLS keeping a monthly budget

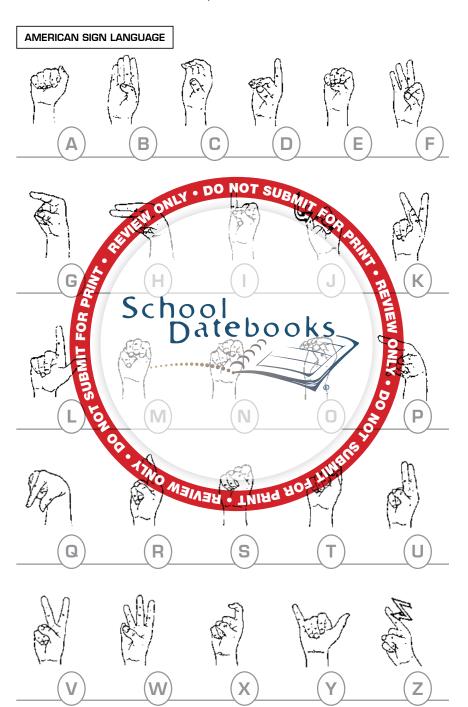
Learning how to manage your money is an important step in becoming financially independent. It's never too early to start keeping a budget. Use this budget worksheet to determine your income and expenses. If you need to cut back on spending, little bits add up.

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

Category	Monthly Budget	Monthly Actual	Semester Budget	Semester Actual	School Yr. Budget	School Yr. Actual
INCOME						
From Jobs		DO NO	Tev			
From Parents	ONLY	00.0	JUBA	117		
From Student Loans	M ONLY			OA		
From Scholarships					2	
From Financial Air						
Miscellaneous I me		_			끭	
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Utilities (Gas, mectric, Water)					X	
Cell phone				8	D	
Cable TV or Strea ong Service	es				2	
Cable TV or Street on Service  Groceries  Car Payment/Transportation  Insurance  Gasoline/Oil  Entertainment					N. C.	
Car Payment/Transportation				Medi		
Insurance	NO Mar			1111		
Gasoline/Oil		I • REI	NIA9 P			
Entertainment						
Eating Out/Vending						
Tuition						
Books						
School Fees						
Computer Expense						
Miscellaneous Expense						
EXPENSES TOTAL						
NET INCOME (Income minus expenses)						

# SUCCESS SKILLS manual alphabet





# CHARACTER defining character



# What's CHARACTER all about?

"Chahacten is power." - BOOKER T. WASHINGTON

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

As you wind your way through this world, you inevitably come to a fork in the road: You can either be noted *for* your chapo NOT solven *as* a character, to paraphrase a high school principal's are the graduating class with

Your character determines whether your friends, classmates, and mily members see you as a leader, require you as a role model, and ultimately, feel the interactions with you help them to ome better people.

But what valves and personal attributes comprise character? To name just a few, character is \$ fined by:

- C CARRE Carne and Concern for others are at the root of Golden
- HONESTY Be honest with ourself and with others in every teraction. Honesty and integrity are the core values mat make respect, our of the core values and trustworthiness possible.
- Your actions not your intentions or words for what do your character. Often, these become acts of courage, so has taking a so dagainst injustice, prejudice, cruelty, and other inhum of behaviors.
- RESCONSIBILITY Your sense of responsitive is what compels yet a do the right thing, follow through on your promises, and be accountable to our actions. Personal rights are our possible if they're accompanied by restaurant
- ACCEPTANCE Character demands that we accept others' differences and appreciate how diversity strengthens our society.
- CITIZENSHIP People of strong moral character don't sit on the sidelines. Contribute your "fair share" participate fully as a concerned student, volunteer, and voter.
- TRUSTWORTHINESS Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.
- E PATHY When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.
- RESPECT Respect for yourself and for others is an integral component of character. Without respect, caring and empathy are empty expressions. Respect is what enables us to accept and appreciate others' differences.





Subject:			Subject:			
Semester:			Semester:			
Goal:			Goal:			
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# CLASS SCHEDULE first semester



## FIRST SEMESTER

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# CLASS SCHEDULE second semester



## SECOND SEMESTER

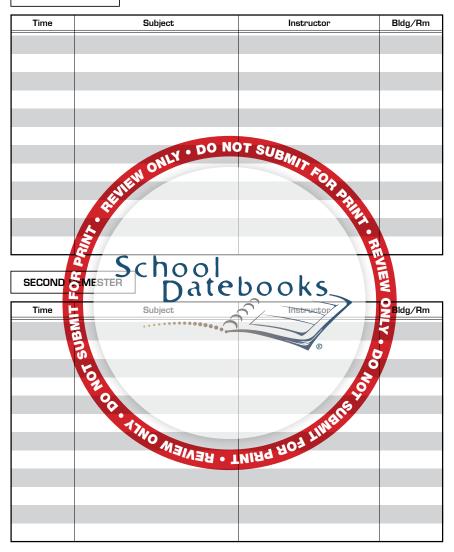
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# CLASS SCHEDULE first & second semester



## FIRST SEMESTER





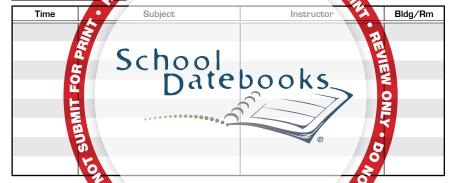
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## FIRST TRIMESTER

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## SECOND TRIMESTED

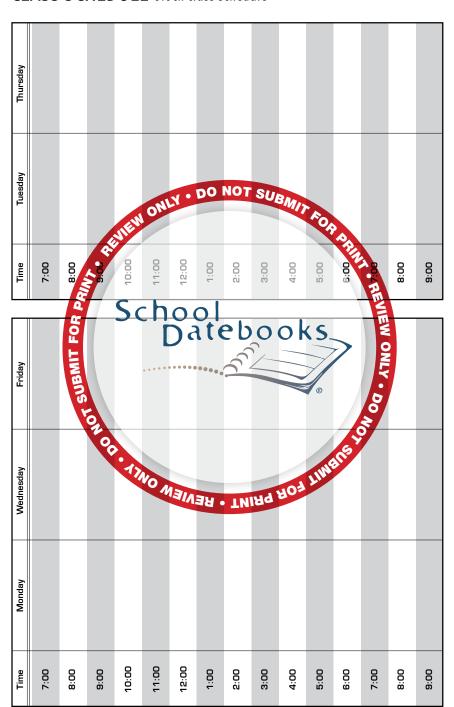


## THIRD TRIMESTE

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# CLASS SCHEDULE block class schedule

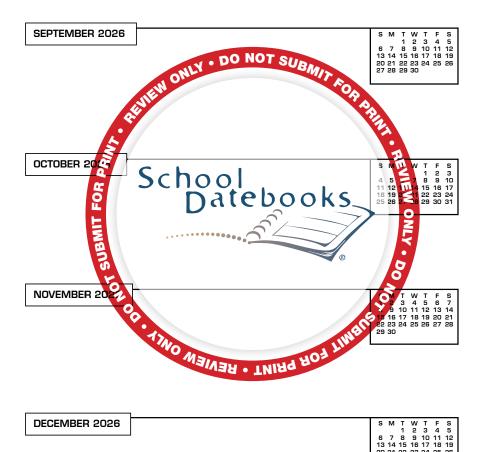




## **ADVANCE PLANNING**



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September	5 12 19		7 14 21	W 1 8 15 22 29	9 16 23	F 3 10 17 24	18	October	3 10 17	11	5 12 19	6 13 20	7 14 21		23	November		1	W 3 10 17 24	4 11 18		20	December	1	5 2	20	21	W 1 8 15 22 29	23		18

















	2025	2026	2027
New Year's Day*	Wed., Jan. 1	Thurs., Jan. 1	Fri., Jan. 1
Martin Luther King Jr. Day*	Mon., Jan. 20	Mon., Jan. 19	Mon., Jan. 18
Groundhog Day	Sun., Feb. 2	Mon., Feb. 2	Tues., Feb. 2
Lunar New Year	Wed., Jan. 29	Tues., Feb. 17	Sat., Feb. 6
Lincoln's Birthday	Wed., Feb. 12	Thurs., Feb. 12	Fri., Feb. 12
Valentine's Day	Fri., Feb. 14	Sat., Feb. 14	Sun., Feb. 14
Presidents' Day*	Mon., Feb. 17	Mon., Feb. 16	Mon., Feb. 15
Washington's Birthday	Sat., Feb. 22	Sun., Feb. 22	Mon., Feb. 22
Ash Wednesday	Wed., Mar. 5	Wed., Feb. 18	Wed., Feb. 10
Daylight saving time begins	Sun., Mar. 9	Sun., Mar. 8	Sun., Mar. 14
Ct Datainh's Dan	Man Man 17	Tues., Mar. 17	Wed., Mar. 17
First day of spring	Thus DO INO	S11 Mar. 20	Sat., Mar. 20
April Fools' Day	lues., Apr. 1		Thurs., Apr. 1
Palm Sunday	Sun., Apr. 13	Sun., Mar. 20	Sun., Mar. 21
Passover begins at sundown	Sat., Apr. 12	Wed., Apr. 1	Wed., Apr. 21
First day of spring April Fools' Day Palm Sunday Passover begins at sundown The Mo Good Friday Easter	Fri., Apr. 18	Fri., Apr. 3	Fri., Mar. 26
Faster	Sun., Apr. 20	Sun., Apr. 5	, Mar. 28
Earth Day	Tues., Apr. 22	Wed., Apr. 22	Thurs., Apr. 22
Cinco de Mayo	Mon., May 5	Tues., May 5	West May 5
Mother's Day	Sup Mayel 1	Sun., May 10	Sun. May 9
Memorial Day	On Oay 26	Mon., May 25	Mon May 31
Flag Day	Dy. Durt 16	0"0"K15	Mon Sune 14
Father's Day	Sm., lune 15	Sun., June 21	Sun., Lyne 20
Juneteenth*	Thurs., June 19	Fri., June 19	Sat., 19
First day of sure	· · · Frie, kmm 20	Sun., June 21	Mon June 21
Independence DO	Fri., July 4	Iniva	Sun., July 4
Labor Day*	Mon., Sept. 1	Mon., Sept. 9	Mo Sept. 6
Patriot Day	Thurs., Sept. 11	Fri., Sept. 11	Sa Sept. 11
Rosh Hashanah bego at sundown	Mon., Sept. 22	Fri., Sept. 11	Oct. 1
First day of autumn	Mon., Sept. 22	Tues., Sept. 22	Churs., Sept. 23
Yom Kippur begins at such wn	Wed., Oct. 1	Sun., Sept. 20	Sun., Oct. 10
	Mon., Oct. 13		Mon., Oct. 11
Columbus Day* Indigenous Peoples Day Halloween	Mon., Oct. 13	Mon., Oct. 12 (A) Mon., Oct. 1111	Mon., Oct. 11
Halloween	Mei, Oct. 31	Sar. 10 = 31	Sun., Oct. 31
Standard time begins	NT & REVIEW	Helm., Nov. 1	Sun., Nov. 7
Election Day	Tues., Nov. 4	Tues., Nov. 3	Tues., Nov. 2
Veterans Day*	Tues., Nov. 11	Wed., Nov. 11	Thurs., Nov. 11
Thanksgiving*	Thurs., Nov. 27	Thurs., Nov. 26	Thurs., Nov. 25
Hanukkah begins at sundown	Sun., Dec. 14	Fri., Dec. 4	Fri., Dec. 24
First day of winter	Sun., Dec. 21	Mon., Dec. 21	Tues., Dec. 21
Christmas*	Thurs., Dec. 25	Fri., Dec. 25	Sat., Dec. 25
Kwanzaa begins	Fri., Dec. 26	Sat., Dec. 26	Sun., Dec. 26
* Endural Waliday in the United States			
* Federal Holiday in the United States			

# PHONE NUMBERS important contacts

