



K-12

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LANGUAGE ARTS *parts of speech*

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

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

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

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

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

| | |
|----------------|--|
| PRONOUN | A WORD THAT TAKES THE PLACE OF A NOUN. |
|----------------|--|

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

→ *Examples:* *She* took the bus to visit Aunt Jane.
We are looking forward to visiting Oregon.

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

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

Possessive Case Pronouns show ownership or possession.

→ *Examples:* The car escaped from *its* cage.

Their car slid off the icy road.

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

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

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

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

→ *Examples:*

| | | |
|-------------------------|------------------|---------------|
| | <i>Singular</i> | <i>Plural</i> |
| 1 st Person: | I stop. | We stop. |
| 2 nd Person: | You stop. | It stop. |
| 3 rd Person: | He/She/It stops. | They stop. |

Voice indicates whether the subject is the doer 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 Patty's apple pie is *better* than mine.

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

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

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

→ *Examples:* The man walked *into* the garage.

The horse leaped *over* the fence.

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

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

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

Coordinating conjunctions used in pairs are called **correlative conjunctions**. Common correlative conjunctions are: *either, or; neither, nor; not only, but also; both, and; whether, or*.

→ *Examples:* *Both* raccoons *and* squirrels frequently invade our birdfeeders.

Neither Mary Ann *nor* Julie will be able to go with you.

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

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

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

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

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

Oh, no! I forgot the picnic basket.

Yes! Her gymnastic routine was perfect.

Ah, we finally get to stop and rest.



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, Yahweh
 Days of the week → Sunday, Monday, Tuesday
 Formal epithets → Ivan the Terrible
 Bodies of water → Amazon River, Lake Huron, Wea Creek
 Cities, towns → Houston, Lafayette, Dearborn
 Counties → Tippecanoe, Cork
 Countries → U.S.A, Mexico, Canada
 Continents → Africa, North America
 Landforms → Mojave Desert, Appalachians
 Holidays and holy days → Veterans Day, Christmas, Yom Kippur
 Months → January, February
 Official documents → Emancipation Proclamation
 Official titles → President Obama, Mayor Bradley
 Periods and events in history → Middle Ages, Renaissance
 Planets, heavenly bodies → Mars, Jupiter, Milky Way
 Public areas → Yellowstone National Park
 Sections of a country or continent → the Northwest, the Middle East
 Special events → Battle of Lexington
 Streets, roads, highways → Rodeo Drive, Route 66, Interstate 65
 Trade names → Manda Accord, Kellogg's Corn Flakes

PLURALS

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF PLURALIZATION RULES.

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

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

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

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

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

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

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

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

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

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



LANGUAGE ARTS *sentence structure & spelling rules*

SENTENCE STRUCTURE

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

→ *Example:* He lost the game.

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

→ *Example:* Because he was lost.



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

1

A **simple sentence** consists of one main clause. It expresses one main thought and has one subject and one verb.

A simple sentence may contain a compound subject, a compound verb, or both.

→ *Examples:* We enjoyed the concert.

Amy and Scott were married yesterday. (compound subject: Amy and Scott)

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

2

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

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

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

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

3

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

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

Diligent studying is difficult, because I have to work several hours before I can start studying. (main clause, two dependent clauses)

4

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

→ *Example:* *Because the school bus broke down*, *the team rode in a car*, and *the cheerleaders rode in cars*.

Unless my eyes are deceiving me, *Kristi is on that runaway horse*, and *Dale is behind me*®

SPELLING RULES

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

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

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

→ *Examples:* reign, weigh, neighbor

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

When a multi-syllable word ends in a consonant, and the accent is on the last syllable and the suffix begins with a vowel — the same rule holds true when you double the final consonant.

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

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

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

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

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

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

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

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



LANGUAGE ARTS *the writing process*

WRITING VARIABLES

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

Audience

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

Topic

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

Purpose

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

Voice

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

Format

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

PLANNING AND WRITING AN ESSAY OR COMPOSITION

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

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LANGUAGE ARTS *punctuation*



PERIOD ●

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

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

COMMA ,

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

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

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

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

Use: to distinguish items in an address and in a date.
→ *Examples:* John Doe, 290 Main St. Midtown, TN 48105
September 20, 1955

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

QUESTION MARK ?

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

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

APOSTROPHE ’

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

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

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

COLON :

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

SEMICOLON ;

Use: to join complete sentences that are not connected with a conjunction.
→ *Example:* It’s elementary, my dear Watson; the butler is clearly responsible.

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

QUOTATION MARKS “ ”

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

→ *Example:* “I don’t know,” she said, “if I will be able to afford the vacation.”

Use: to distinguish a word that is being discussed.

→ *Example:* Mr. Jones suggested I replace the word “always” with “often” in my theme.

Use: to indicate that a word is slang.

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

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

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

SINGLE QUOTATION MARK ‘ ’

Use: to punctuate a quotation within a quotation.

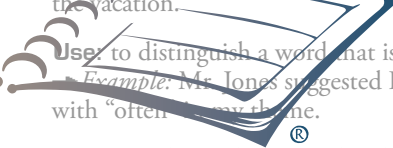
→ *Example:* “My favorite song is ‘I’ve Been Working on the Railroad,’” answered little Joey.

EXCLAMATION MARK !

Use: to express strong feeling.

→ *Example:* Help! Help!

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LANGUAGE ARTS *frequently confused words*



accept | to agree to something or receive something willingly
except | not including

→ *Examples:* Jonathon will *accept* the job at the restaurant.
 Everyone was able to attend the ceremony *except* Phyllis.

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

capitol | the building where a state legislature meets

the Capitol | the building in Washington, D.C., in which the United States Congress meets

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

The *capitol* of Indiana is a building in Indianapolis.

The vice president arrived at the *Capitol* to greet the arriving senators.

hear | to listen to

here | in this place

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

The juice is right *here* in the refrigerator.

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

its | shows ownership or possession

→ *Examples:* *It's* nearly time to leave for the football game.

The wagon lost *its* wheel in the mud.

lead | a heavy, gray metal

lead | to go first, guide

led | the past tense of *lead*

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

This path will *lead* us to the waterfall.

Bloodhounds *led* the police to the hideout.

loose | free or not tight

lose | to misplace or suffer the loss of something

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

If you *lose* your money, you *will* not be able to get into the park.

principal | the first or most important. It also refers to the head of a school.

principle | a rule, truth, or belief

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

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

quiet | free from noise

quite | truly or almost completely

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

This enchilada is *quite* spicy.

their | belonging to them

there | at that place

they're | the contraction for *they are*

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

Please place all of the newspapers over *there*.

They're coming over tonight.

to | in the direction of

too | also or very

two | the whole number between one and three

→ *Examples:* The paramedics

rushed *to* the scene of the accident.

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

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

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

whether | choice or alternative

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

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

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

Whose | the possessive form of *who*

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

Whose bicycle is out in the rain?

you're | the contraction for *you are*

your | the possessive form of *you*

→ *Examples:* She called to ask if *you're* planning to attend the party.

Your turn paper will be due four weeks from today.

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LANGUAGE ARTS *common prefixes & suffixes*

COMMON PREFIXES

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

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

COMMON SUFFIXES

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

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



LANGUAGE ARTS *root words & their derivatives*

acer, acid, acri | bitter, sour, sharp
→ *acerbic, acidity, acrid, acrimony*

ag, agi, ig, act | do, move, go
→ *agent, agenda, agitate, agility, navigate, ambiguous, action, react*

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

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

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

belli | war
→ *rebellion, belligerent, bellicose*

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

clud, clus, claus | shut
→ *include, conclude, reach, claustrophobia*

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

corp | body
→ *corpse, corps, corruption, corrupt*

crea | create
→ *creature, recreation, creation*

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

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

dem | people
→ *democracy, demography, epidemic*

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

dorm | sleep
→ *dormant, dormitory*

dura | hard, lasting
→ *durable, duration, endure*

equi | equal
→ *equinox, equilibrium, equipoise*

fall, fals | deceive
→ *fallacy, fallacious, falsify*

fid, fide, feder | faith, trust
→ *confidante, perfidy, fiduciary, fidelity, confident, infidel, federal, confederacy*

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

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

geo | earth
→ *geography, geocentric, geology*

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

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

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

ignis | fire
→ *ignite, igneous, ignition*

ject | throw
→ *defect, project, reject, reject*

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

liter | letters
→ *literary, literal, alliteration*

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

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

mem, memor | remember
→ *memo, commemoration, memento, memorial, memorable, memory*

migra | wander
→ *migrate, emigrant, immigrate*

mit, miss | send, to go
→ *emit, remit, submit, commit, transmit, mission, missile, commissary, emissary*

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

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

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

path, pathy | feeling, suffering
→ *pathos, sympathy, apathy, telepathy*

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

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

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

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

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

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

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

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

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

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

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

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

solv, solu | to melt, to solve
→ *solvent, absolute, soluble, solution*

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

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

temp | time
→ *temporary, contemporaneous, temporal*

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

terra | earth
→ *terrain, terrarium, territory*

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

trib | pay, bestow
→ *tribute, contribute, attribute, distribute, tribune, retribution*

uni | one
→ *unicorn, unify, universal*

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

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

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

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

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

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

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



LANGUAGE ARTS *common editing marks*

↗ | insert a comma

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

↘ | insert an apostrophe

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

⌈ | insert quotation marks

→ The students were required to read the poem "Howl."

^ | insert written suggestion

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

⦿ | use a period

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

↖ | delete

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

↔ | transpose elements

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

○ | close up this space

→ Milo retreated to his dog house.

| insert single space

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

| begin new paragraph

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

No # | no new paragraph

→ "I'm tired," said Kevin.

"I'd like to go home."

≡ | capitalize

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

ℓ | lowercase

→ Tim fondly remembers playing football in High School.

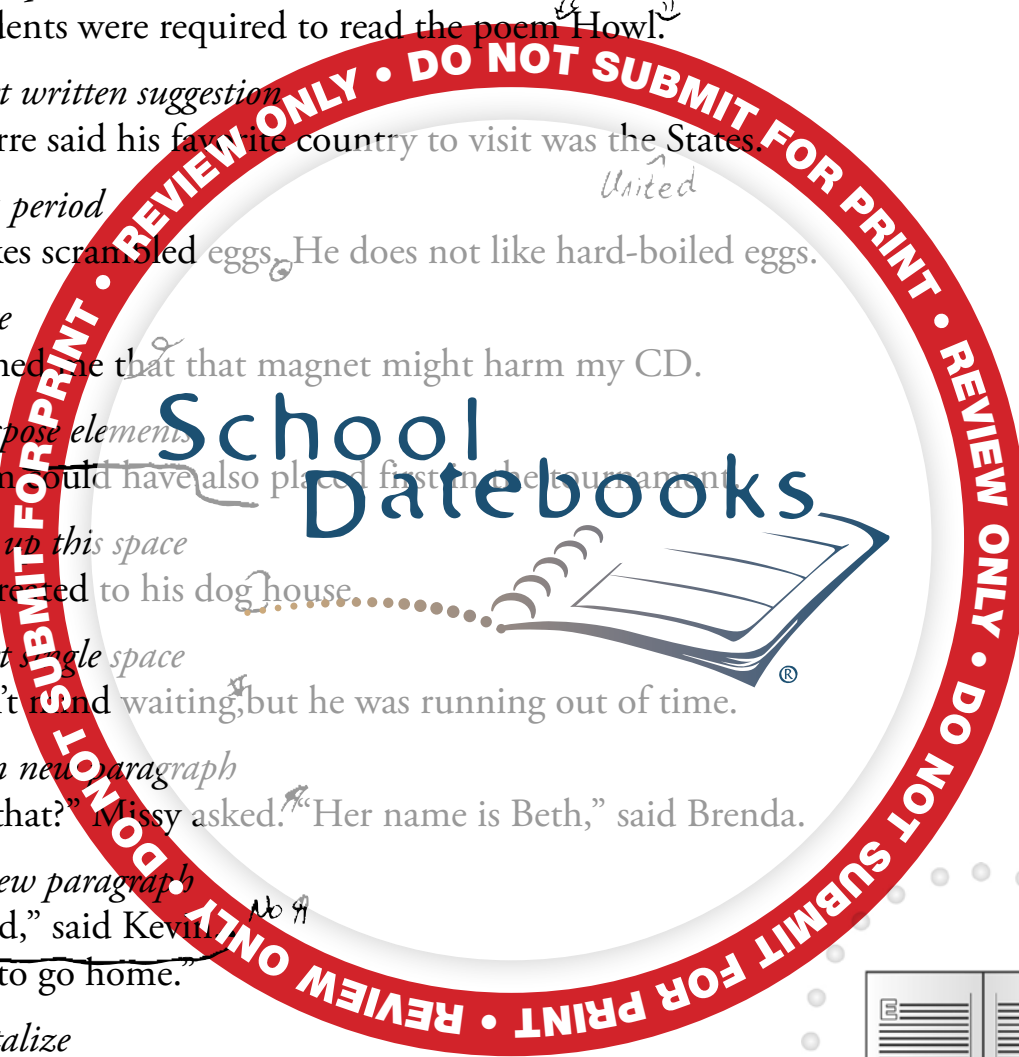
sp | spell out

→ It was Kim's 1st trip to the U.K.

stet | stet (let it stand)

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

stet





LANGUAGE ARTS *outlining*

OUTLINING

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

formal

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

Formal Outline Format:

I.

A.

B.

1.

2.

a.

b.

(1)

(2)

(a)

(b)

II.

No new subdivisions should be started unless there are at least two points to be listed in the new division. This means that each *I* must have at least two; each *a* must have a *b*.

Formal outlines may be either a **sentence outline** or a **topic outline**.

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

informal

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

→ Here is an example of an informal outline.

I. How lightning occurs

- cloud's particles collide and become electrically charged
- positively and negatively charged particles separate
- positively charged particles in cloud collide with negatively charged particles on ground

II. Forms of lightning

- forked
- streak
- ribbon
- bead or chain
- ball

School Datebooks

→ Here is an example of a topic outline.

Thesis or Introductory Statement

I. Gasoline shortage

A. Long lines

B. Gas "rationing"

II. Voluntary energy conservation

A. Gasoline

B. Electricity

C. Home heating fuel

III. Forced energy conservation

A. Fuel allocation

B. Speed limit

C. Airline flights

D. Christmas lighting

Conclusion



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*:

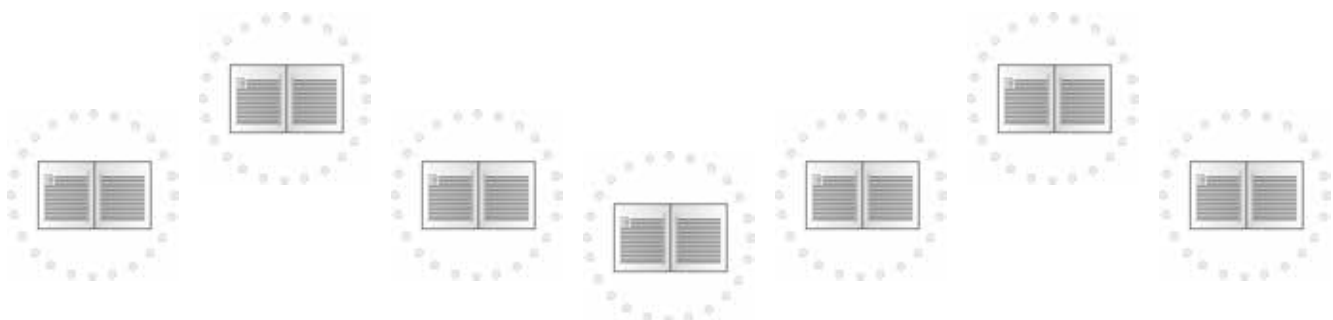
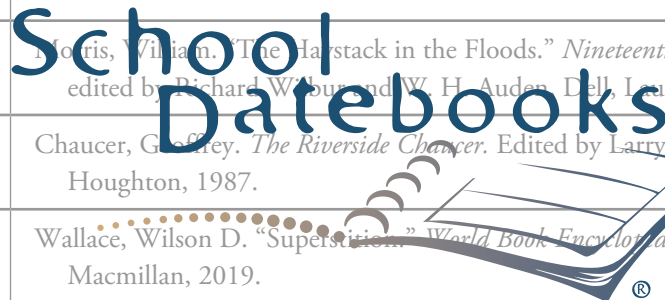
- {1} Double-space all entries.
- {2} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
- {3} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according 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.
- {6} Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.
- {7} Separate the author, title, and publication information with a period followed by one space.
- {8} Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.
- {9} Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.
- {10} Use the phrase, "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

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



LANGUAGE ARTS *MLA style of documentation*

| | |
|--|---|
| BOOK (GENERAL GUIDELINES) | Author's last name, first name. <i>Book title</i> . Publisher, publication date. |
| BOOK BY ONE AUTHOR | Wheelen, Richard. <i>Sherman's March</i> . Crowell, 1978. |
| TWO OR MORE BOOKS BY THE SAME AUTHOR | Garreau, Joel. <i>Edge City: Life on the New Frontier</i> . Doubleday, 1991. ---. <i>The Nine Nations of North America</i> . Houghton, 1981. |
| BOOK BY TWO OR THREE AUTHORS | Purves, Alan C., and Victoria Rippere. <i>Elements of Writing About a Literary Work</i> . NCTE, 1968. |
| BOOK BY FOUR OR MORE AUTHORS | Pratt, Robert A., et al. <i>Essays by British Literature</i> . Houghton, 1956. |
| BOOK BY A CORPORATE AUTHOR | The Rockefeller Panel Reports. <i>Prospect for America</i> . Doubleday, 1961. |
| BOOK BY AN ANONYMOUS AUTHOR | <i>Literary Market Place: The Directory of the Book Publishing Industry</i> . 2003 ed., Bowker, 2002. |
| BOOK WITH AN AUTHOR AND AN EDITOR | Toomer, Jean. <i>Cane</i> . Edited by Darwin T. Turner, Norton, 1988. |
| A WORK IN AN ANTHOLOGY | Morris, William. "The Harstack in the Floods." <i>Nineteenth Century British Minor Poets</i> , edited by Richard W. Brown and W. H. Auden. Dell, Laurel Edition, 1963. pp. 35-52. |
| AN EDITION OTHER THAN THE FIRST | Chaucer, Geoffrey. <i>The Riverside Chaucer</i> . Edited by Larry D. Benson. 3rd ed., Houghton, 1987. |
| SIGNED ARTICLE IN A REFERENCE BOOK | Wallace, Wilson D. "Superstition." <i>World Book Encyclopedia</i> . 1970 ed., vol. 2, Macmillan, 2019. |





LANGUAGE ARTS *APA style of documentation*

YOUR REFERENCE LIST

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

BASIC RULES

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

- Indent your reference list one-half inch from the left margin, excluding the first line of each reference, which should remain flush left. This is called a hanging indent.
- Double-space all references.
- Capitalize only the first word of a title or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name, first); give last name and initials for all authors of a particular work, unless the work has more than six authors (in this case, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors). Alphabetize by authors' last names letter by letter. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 2016 article would appear before a 2018 article). When an author appears as a sole author and again as the first author of a group, list the one-author entry first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

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

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

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

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

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

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

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

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

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

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

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

An online journal or magazine

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number (issue number), page range. doi:00000000/000000000000

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

An online journal or magazine (with no DOI assigned)

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

Email

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



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

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

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

Magazine article, one author

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

Book

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

An article or chapter of a book

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

A government publication

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

A book or article with no author or editor named

- *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Merriam-Webster.
 - New drug appears to cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A1.
- For parenthetical citations of sources in text with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and italics, as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (Merriam-Webster's, 2005) and ("New Drug," 1993).

A translated work and/or a republished work

- Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. D. 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>

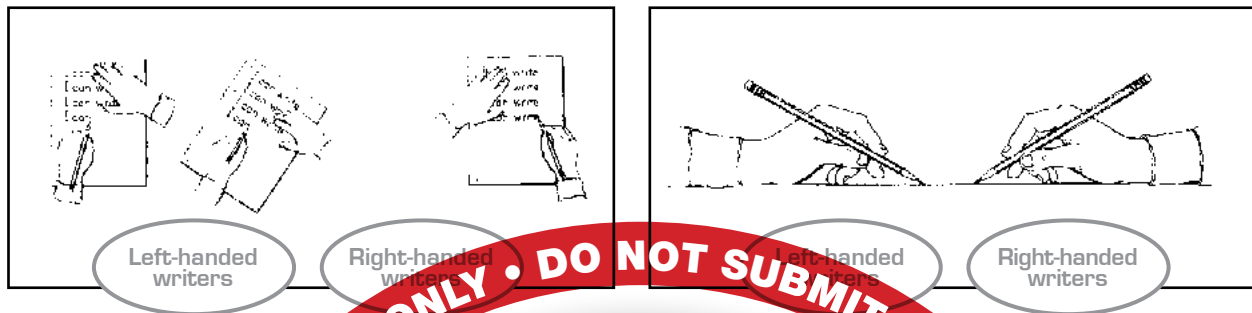
A web page

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

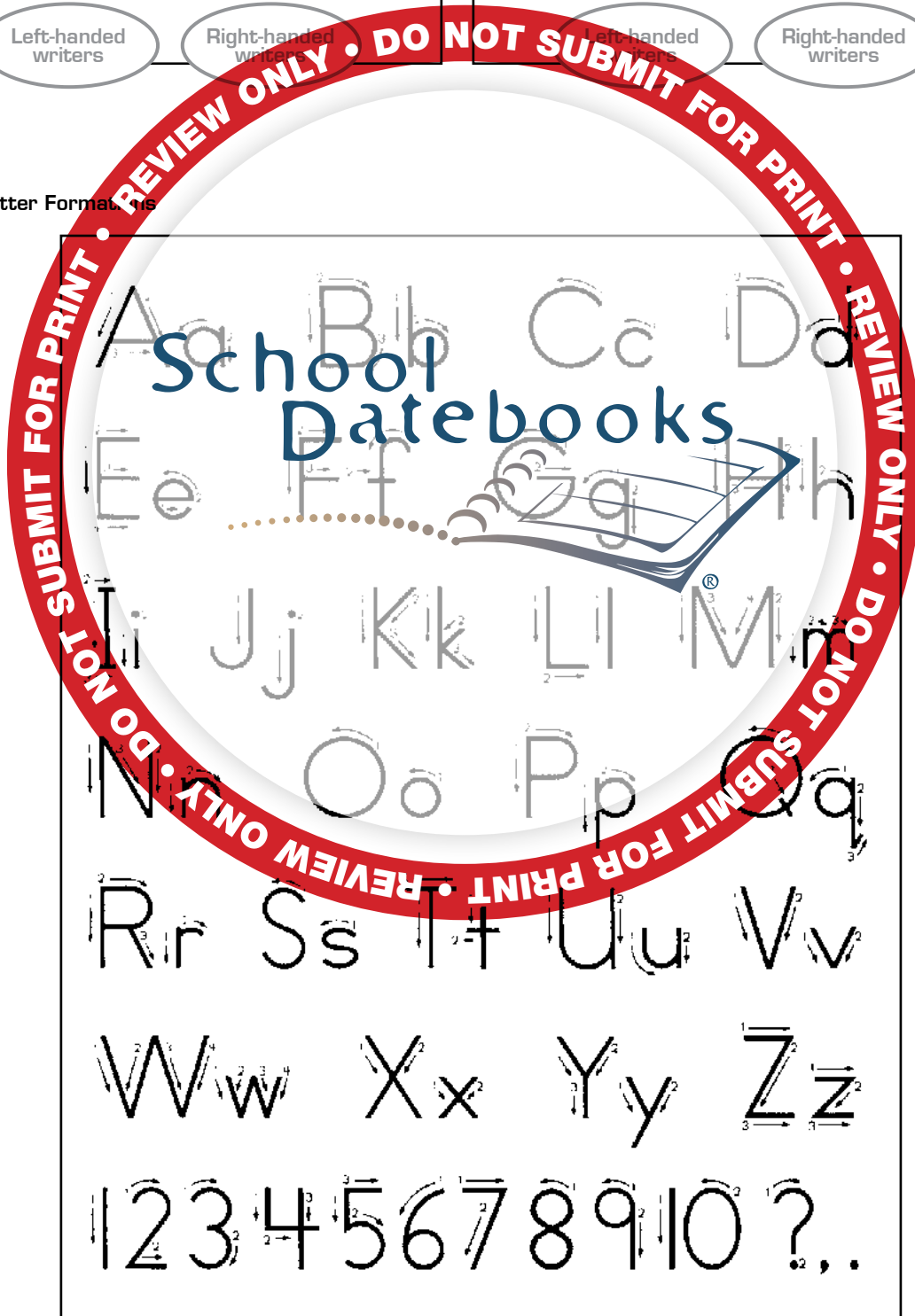


LANGUAGE ARTS *manuscript writing*

Position of Paper for Manuscript Writing



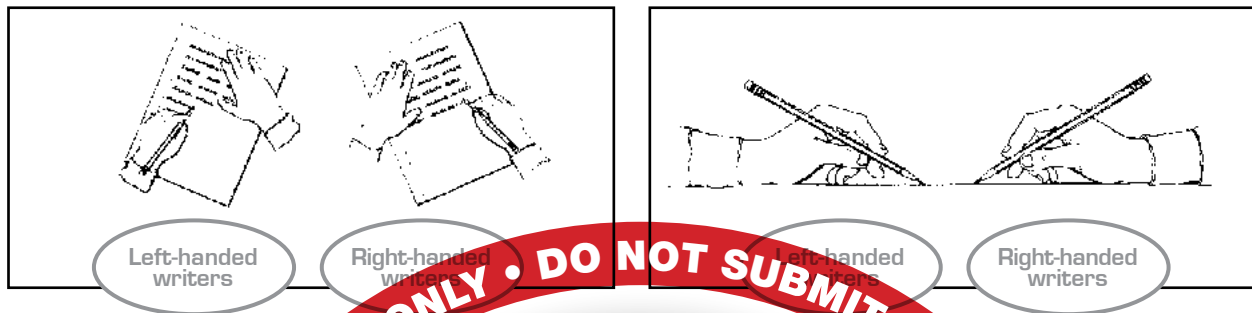
Manuscript Letter Formats



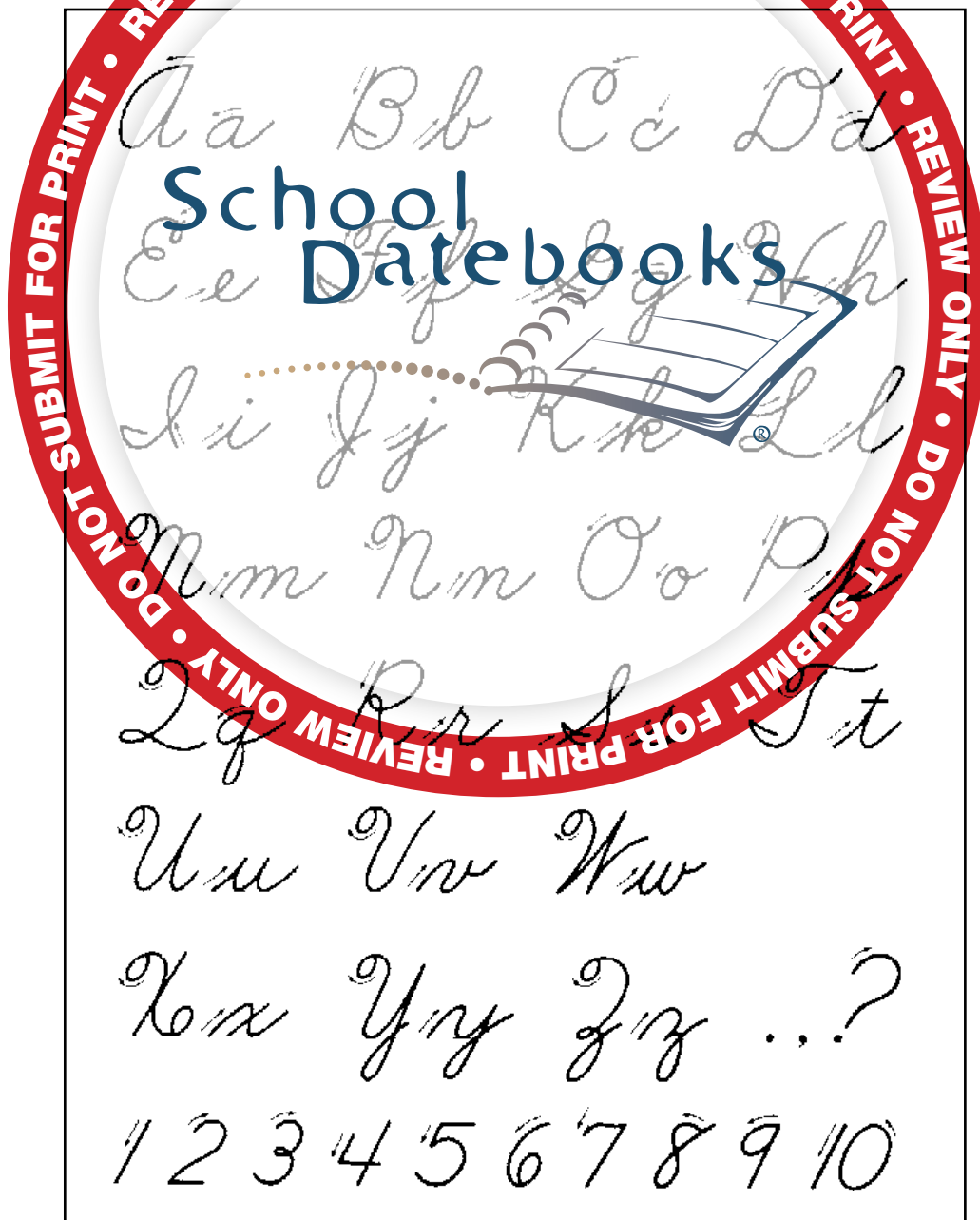


LANGUAGE ARTS *cursive writing*

Position of Paper for Cursive Writing



Cursive Letter Formations

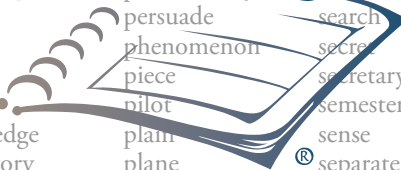




LANGUAGE ARTS *frequently misspelled words*

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

School Datebooks





LANGUAGE ARTS *exploring French*

GREETINGS

Hello/Good morning/Good afternoon | Bonjour

Good evening | Bonsoir

Hi/Bye | Salut

Bye | Ciao

Goodbye | Au revoir

How are you doing? | Comment allez-vous?

(Informal: Comment vas-tu?)

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

(very) well | (très) bien

(very) poorly | (très) mal

So-so. | Comme-ci, comme-ça.

How's it going? | Ça va?

It's okay. | Ça va.

It's going well. | Ça va bien.

It's going poorly. | Ça va mal.

Not bad. | Pas mal.

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

INTRODUCTIONS

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

(Informal: Comment t'appelles-tu?)

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

Pleased to meet you. | Enchanté(e).

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

(Informal: Je te présente...)

This is... | Voici...

PLEASANTRIES

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

Thank you | Merci

You're welcome. | Je vous en prie. (Informal: Je t'en prie.)

No problem. | De rien.

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

RESPONSES

Yes | Oui

No | Non

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

Of course. | Bien sûr.

OK | D'accord.

Maybe | Peut-être

TITLES

Miss | Mademoiselle

Mrs./Ma'am | Madame

Mr./Sir | Monsieur

BASICS

Who | Qui

Where | Où

When | Quand

Why | Pourquoi

What | Quoi

How | Comment

And | Et

Also | Aussi

A lot | Beaucoup

PHRASES

Do you speak English? | Parlez-vous anglais?

How do you say...? | Comment dit-on...?

I need help. | J'ai besoin d'aide.

Help! | Au secours!

I am lost. | Je suis perdu.

NUMBERS

1 | un

2 | deux

3 | trois

4 | quatre

5 | cinq

6 | six

7 | sept

8 | huit

9 | neuf

10 | dix

DAYS OF THE WEEK

Monday | lundi

Tuesday | mardi

Wednesday | mercredi

Thursday | jeudi

Friday | vendredi

Saturday | samedi

Sunday | dimanche

MONTHS

January | janvier

February | février

March | mars

April | avril

May | mai

June | juin

July | juillet

August | août

September | septembre

October | octobre

November | novembre

December | décembre



School
Datebooks





LANGUAGE ARTS *exploring Spanish*

GREETINGS

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

INTRODUCTIONS

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

PLEASANTNESS

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

RESPONSES

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

TITLES

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

BASICS

Who | ¿Quién?
Where | ¿Dónde?
When | ¿Cuándo?
Why | ¿Por qué?
What | ¿Qué?
How | ¿Cómo?
Which | ¿Cuál?
And | Y
Also | También
A lot | Mucho
The | El, La, Los, Las

PHRASES

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

NUMBERS

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

DAYS OF THE WEEK

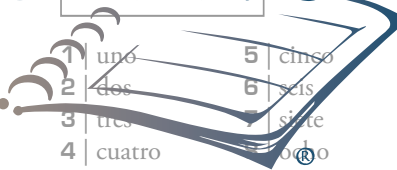
Monday | lunes
Tuesday | martes
Wednesday | miércoles
Thursday | jueves
Friday | viernes
Saturday | sábado
Sunday | domingo

MONTHS

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



School
Datebooks





LANGUAGE ARTS *exploring German*

GREETINGS

Hello/Good morning/Good afternoon | Tag/Guten Morgen/Guten Tag

Good evening | Abend/Guten Abend

Hi | Hi/Hallo/

Goodbye | Tschüss.

How are you doing? | Wie geht es Ihnen?

(Informal: Wie geht's dir?)

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

(very) well | (sehr) gut

(very) bad | (sehr) schlecht

I'm ok. | Es geht.

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

It's okay. | Es geht.

It's going well. | Es geht gut.

It's going poorly. | Es geht so gut.

Not bad. | Nicht schlecht.

And you? | Und du?

INTRODUCTIONS

What's your name? | Wie heißen Sie?

(Informal: Wie heißt du?)

My name is... | Ich heiße...

Pleased to meet you. | Freut mich.

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

This is... | Das ist...

PLEASANTRIES

Please | Bitte

Thank you | Danke

You're welcome. | Bitte.

No problem. | Kein Problem.

Excuse me. | Entschuldigen Sie.

RESPONSES

Yes | Ja

No | Nein

I don't know. | Ich weiß es nicht.

Of course. | Natürlich.

OK | Zustimmung

Maybe | Vielleicht

TITLES

Miss | Fräulein

Mrs./Ma'am | Frau/ gnädige Frau

Mr./Sir | Herr/ mein Herr

BASICS

Who | Wer

Where | Wo

When | Wann

Why | Warum

What | Was

How | Wie

And/Und

Also/Auch

A lot/Viel

PHRASES

Do you speak English? | Sprechen Sie Englisch?

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

I need help. | Ich brauche Hilfe.

I am lost. | Ich bin verloren.

NUMBERS

1 | eins

2 | zwei

3 | drei

4 | vier

5 | fünf

6 | sechs

7 | sieben

8 | acht

9 | neun

10 | zehn

DAYS OF THE WEEK

Monday | Montag

Tuesday | Dienstag

Wednesday | Mittwoch

Thursday | Donnerstag

Friday | Freitag

Saturday | Samstag

Sunday | Sonntag

MONTHS

January | Januar

February | Februar

March | März

April | April

May | Mai

June | Juni

July | Juli

August | August

September | September

October | Oktober

November | November

December | Dezember

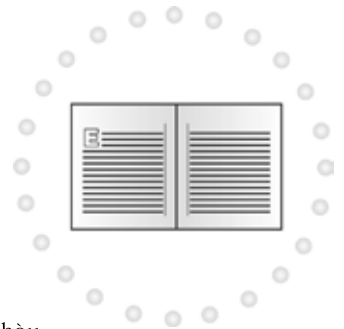


School Datebooks





LANGUAGE ARTS *exploring Chinese Mandarin*



GREETINGS

Hello | 你好 nǐ hǎo
Good morning | 早上好 zǎo shàng hǎo
Good afternoon/evening | 下午好 / 晚上好 xià wǔ hǎo / wǎn shàng hǎo
Good night | 晚安 wǎn ān
Goodbye | 再见 zài jiàn
See you later | 再会 / 一会见 zài huì / yī huì jiàn
How are you? | 你好吗? nǐ hǎo ma?
I'm... | 我 ... wǒ
 (very) well | (很) 好 hěn hǎo
 (very) bad | (很) 不好 hěn bù hǎo
How's it going? | 最近怎么样? zuì jìn zěn me yàng?
It's okay. | 还行 hái xíng
Not bad. | 还不错 hái bù cuò
And you? | 你呢? nǐ ne?

INTRODUCTIONS

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

PLEASANTRIES

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

RESPONSES

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

TITLES

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

BASICS

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

PHRASES

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

NUMBERS

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

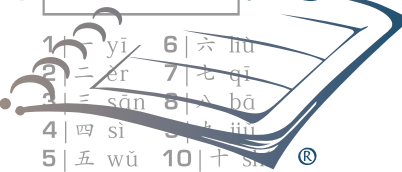
DAYS OF THE WEEK

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

MONTHS

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

School Datebooks





SCIENCE *the solar system*



OUR SOLAR SYSTEM

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

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

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

THE SUN

A huge sphere of mostly ionized gas, the sun is the closest star to Earth.
diameter: almost 870,000 miles
temperature: 27 million °F
weight on the sun: 100 lbs on Earth would weigh 2,700 lbs on the sun.

MERCURY

Named for the Roman messenger god, Mercury orbits the sun faster than any other planet.

diameter: 3,031 miles
rotation: 59 Earth days
mean distance from the sun: 35.98 million miles
closest distance to Earth: 57 million miles
weight on Mercury: 100 lbs on Earth would weigh 38 lbs on Mercury.

VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun.

diameter: 7,521 miles
rotation: 243 Earth days
mean distance from the sun: 67.23 million miles
closest distance to Earth: 26 million miles
weight on Venus: 91 lbs on Earth would weigh 88 lbs on Venus.

EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface. Water covers 70 percent of the planet.

diameter: 7,926 miles
rotation: 24 hours
mean distance from the sun: 92.96 million miles.
temperature: -126°F to 136°F
revolution: 365.2 days

MARS

Named for the Roman god of war, Mars gets its red coloring from soil rich in iron oxides.

diameter: 4,221 miles
rotation: almost 25 Earth hours
mean distance from the sun: 141.61 million miles
closest distance to Earth: 35 million miles
weight on Mars: 100 lbs on Earth would weigh 38 lbs on Mars.

JUPITER

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

diameter: 88,846 miles
rotation: 10 Earth hours
mean distance from the sun: 483.8 million miles
closest distance to Earth: 370 million miles
weight on Jupiter: 100 lbs on Earth would weigh 234 lbs on Jupiter.

SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are composed of ice particles.

diameter: 74,500 miles
rotation: almost 11 Earth hours
mean distance from the sun: 890.73 million miles
closest distance to Earth: 744 million miles
weight on Saturn: 100 lbs on Earth would weigh about 107 lbs on Saturn.

URANUS

Originally named Georgium Sidus in honor of King George III, Uranus was discovered in 1781, twice as far from the sun as Saturn.

diameter: 31,763 miles
rotation: 77 hours
mean distance from the sun: 1,784.89 million miles
closest distance to Earth: 1.6 million miles
weight on Uranus: 100 lbs on Earth would weigh 89 lbs on Uranus.

NEPTUNE

Named for the Roman god of the sea, Neptune's layer of methane gives it a blue coloring. Winds tear through its clouds at more than 1,200 mph.

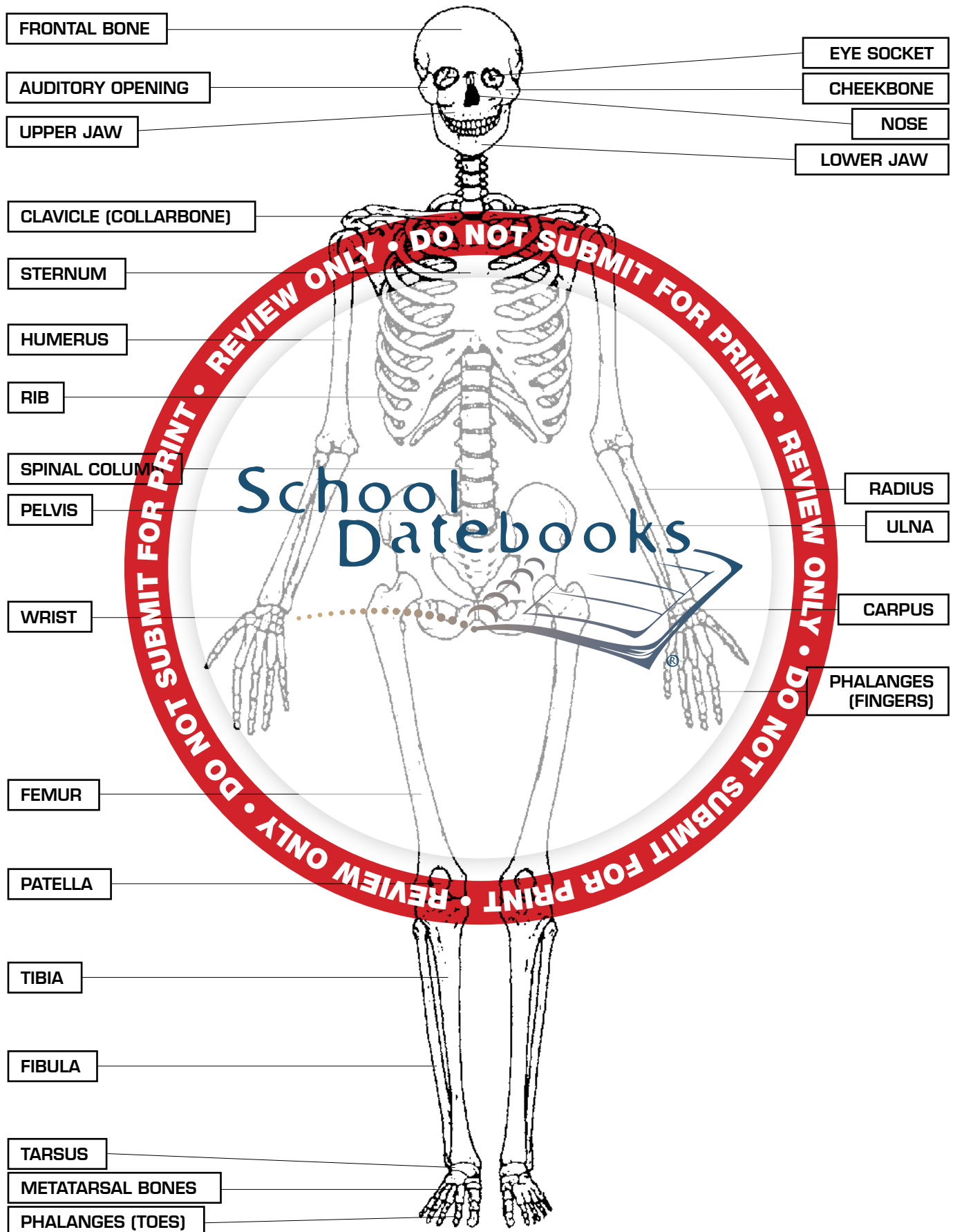
diameter: 30,775 miles
rotation: 16 Earth hours
mean distance from the sun: 2,793.12 million miles
closest distance to Earth: 2.68 billion miles
weight on Neptune: 100 lbs on Earth would weigh about 119 lbs on Neptune.

DWARF PLANETS

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

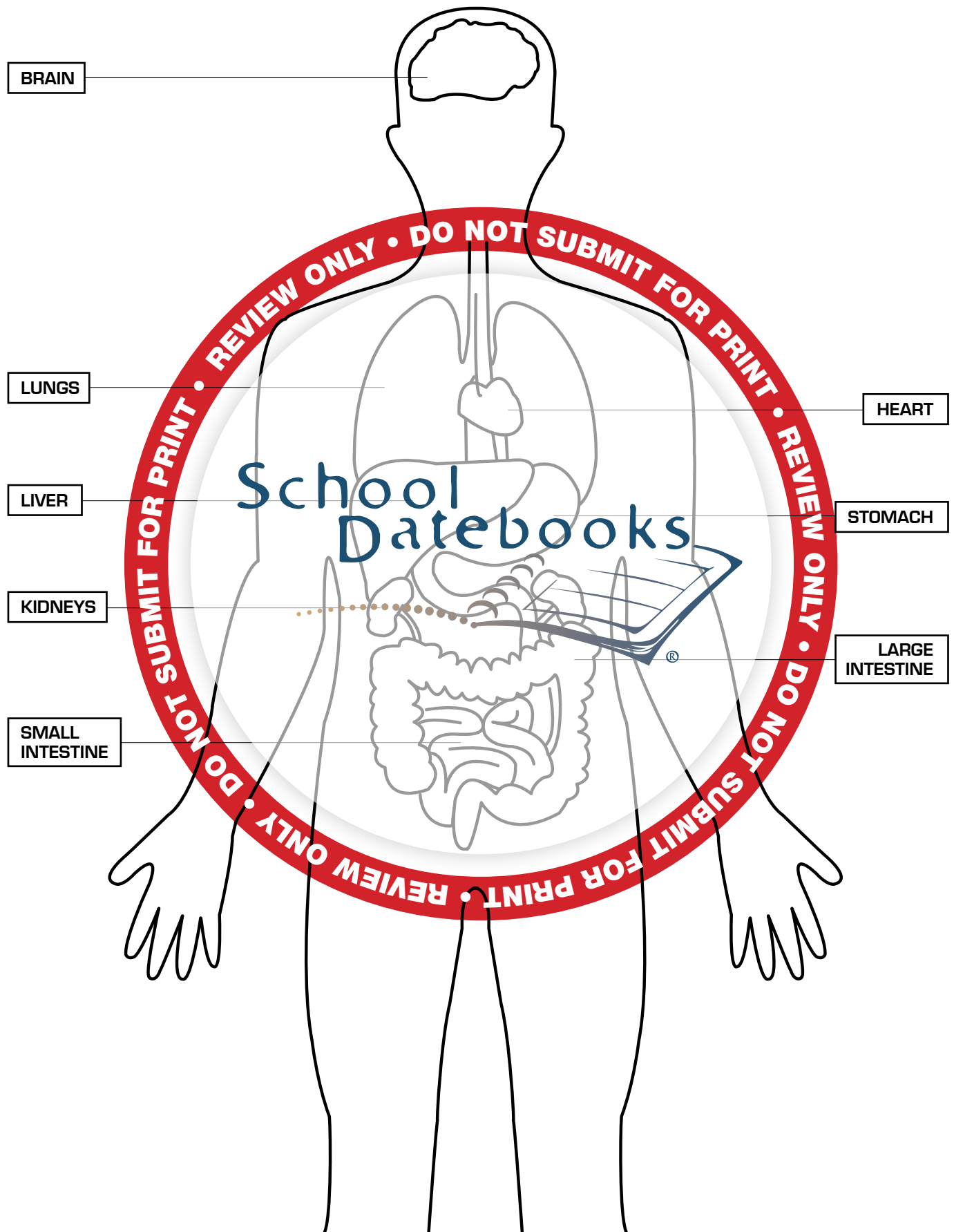


SCIENCE *the human skeleton*





SCIENCE *major organs of the human body*





SCIENCE

Periodic table of the elements

| GROUP | 1 *** IA | 2 IIA | Transition Metals | | | | | | | | | | | | | | | | 10 VIIIA | 18 VIIIA |
|--------|-------------------------------------|---------------------------------|--|-------------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|-----------------------------------|--------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|---------------------------------|-------------|-------------|
| PERIOD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | |
| 1 | H hydrogen 1.008 | | | | | | | | | | | | | | | | | He helium 4.003 | | |
| 2 | Li lithium 6.941(2) | Be beryllium 9.012 | | | | | | | | | | | | | | | F fluorine 19.00 | Ne neon 20.18 | | |
| 3 | Na sodium 22.99 | Mg magnesium 24.31 | | | | | | | | | | | | | | | Cl chlorine 35.45 | Ar argon 39.95 | | |
| 4 | K potassium 39.10 | Ca calcium 40.08 | Sc scandium 44.96 | Ti titanium 47.87 | V vanadium 50.94 | Cr chromium 52.00 | Mn manganese 54.94 | Fe iron 55.85 | Co cobalt 58.93 | Ni nickel 58.69 | Cu copper 63.55 | Zn zinc 65.38(2) | Ga gallium 69.72 | Ge germanium 72.63 | As arsenic 74.92 | Se selenium 78.97 | Br bromine 79.90 | Kr krypton 83.80 | | |
| 5 | Rb rubidium 85.47 | Sr strontium 87.62 | Y yttrium 88.91 | Zr zirconium 91.22 | Nb niobium 92.91 | Mo molybdenum 95.95 | Tc technetium (97) | Ru ruthenium 101.1 | Rh rhodium 102.9 | Pd palladium 106.4 | Ag silver 107.9 | Cd cadmium 112.4 | In indium 114.8 | Sn tin 118.7 | Sb antimony 121.8 | Te tellurium 127.6 | I iodine 126.9 | Xe xenon 131.3 | | |
| 6 | Cs cesium 132.9 | Ba barium 137.3 | Lanthanoids | Hf hafnium 178.5 | Ta tantalum 180.9 | W tungsten 183.8 | Re rhenium 186.2 | Os osmium 190.2 | Ir iridium 192.2 | Pt platinum 195.1 | Au gold 197.0 | Hg mercury 200.6 | Tl thallium 204.4 | Pb lead 207.2 | Bi bismuth 208.98(1) | Po polonium (209) | At astatine (210) | Rn radon (222) | | |
| 7 | Fr francium (223) | Ra radium (226) | Actinoids | Rf rutherfordium (267) | Db dubnium (268) | Sg seaborgium (269) | Bh bohrium (270) | Hs hassium (271) | Mt meitnerium (272) | Ds darmstadtium (281) | Rg roentgenium (282) | Cn copernicium (285) | Nh nihonium (286) | Fl flerovium (290) | Mc moscovium (290) | Lv livermorium (293) | Ts tennessine (294) | Og oganesson (294) | | |
| | La lanthanum 138.90547 | Ce cerium 140.116 | Pr praseodymium 140.90768 | Nd neodymium 144.242 | Pm promethium (145) | Sm samarium 150.36 | Eu europium 151.964 | Gd gadolinium 157.25 | Tb terbium 158.92535 | Dy dysprosium 162.500 | Ho holmium 164.93033 | Er erbium 167.259 | Fm fermium (257) | Es einsteinium (252) | Md mendelevium (258) | No nobelium (259) | Lr lawrencium (262) | | | |

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

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

Updated 9,2022



SCIENCE *physics laws & formulas*

Mass Density

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

Speed

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

Acceleration

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

(a=average acceleration; v=velocity; t=time;
v_F=final velocity; v_I=initial velocity; t_F=final time;
t_I=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=distance between the centers of m₁ and m₂; G=gravitational constant)

Work Done by a Force

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

Power

$$\text{power} = \frac{\text{work}}{\text{time}} \text{ (see above definition of work)}$$

Kinetic Energy

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

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

Specific Heat

$$Q = cm\Delta t$$

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

Electric Current - Strength

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

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

Momentum

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

Mass-Energy Equivalence

$$E = mc^2$$

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

Power Expended in an Electric Appliance

$$P = IV$$

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

Newton's Second Law of Motion

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

Torque

$$T = FR$$

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

Boyle's Law when temperature constant:

$$p_1 V_1 = p_2 V_2$$

(p₁=original pressure; p₂=new pressure;
V₁=original volume; V₂=new volume)

Wave Motion

$$V = n\lambda$$

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

Illumination on a Surface Perpendicular to the Luminous Flux

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

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

Focal Length of Mirrors and Lenses

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

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

Images in Mirrors and Lenses

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

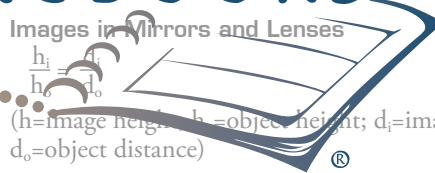
(h_i=image height; h_o=object height; d_i=image distance;
d_o=object distance)

Ohm's Law

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

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

School
Datebooks





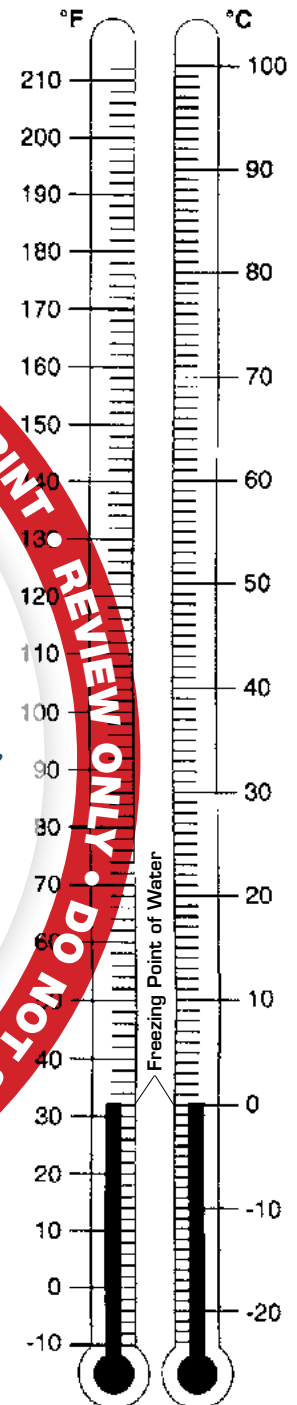
SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

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

METRIC TO ENGLISH CONVERSIONS

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



TEMPERATURE

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

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



SCIENCE *weights & measures & formulas*



WEIGHTS AND MEASURES

ENGLISH

Area

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

Capacity

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

Length

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

Time

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

Weight

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

FORMULAS

| | |
|--------------------------------|----------------------|
| Perimeter of a rectangle | ----- $P = 2(l + w)$ |
| Perimeter of a square | ----- $P = 4s$ |
| Perimeter of a regular polygon | ----- |
| (n = number of sides) | |

| | |
|-------------------------------|-------------------------------------|
| Area of a rectangle | ----- $A = lw$ |
| Area of a square | ----- $A = s^2$ |
| Area of a parallelogram | ----- $A = bh$ |
| Area of a triangle | ----- $A = \frac{1}{2}bh$ |
| Area of a trapezoid | ----- $A = \frac{1}{2}h(b_1 + b_2)$ |
| Area of a circle | ----- $A = \pi r^2$ |
| Circumference of a circle | ----- $C = \pi d$, or $2\pi r$ |
| Volume of a rectangular prism | ----- $V = lwh$ |
| Volume of any prism | ----- $V = Bh$ |
| Volume of a cylinder | ----- $V = \pi r^2 h$ |
| Volume of a pyramid | ----- $V = \frac{1}{3}Bh$ |
| Volume of a cone | ----- $V = \frac{1}{3}\pi r^2 h$ |

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

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

METRIC

Area

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

Capacity

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

Length

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

Mass/Weight

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

| | |
|----------------------------|---------------------------------|
| Surface area of a cylinder | ----- $SA = 2\pi r^2 + 2\pi rh$ |
| Pythagorean Theorem | ----- $a^2 + b^2 = c^2$ |
| | (sides of a right triangle) |

FORMULA KEY

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

| |
|---|
| I = interest, p = principal, r = rate, t = time |
|---|

| |
|----------------------------------|
| d = distance, r = rate, t = time |
|----------------------------------|



MATHEMATICS *Roman numerals & place value*

ROMAN NUMERALS

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

FOLLOWING ARE THE 7 LETTERS AND THEIR VALUES:

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

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

PLACE VALUE

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

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

Write this number as 154,391,715,462,100.

Number Zeros

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

NUMBER PREFIXES

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



MATHEMATICS *fractions*

FRACTIONS

A NUMBER THAT NAMES PART OF A WHOLE, SUCH AS $\frac{1}{2}$ OR $\frac{1}{3}$.

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

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

The denominator tells the total number of parts that a whole is divided into.

When the denominator and numerator are the same, the fraction equals 1 (or all of the parts).

Examples:



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

= 1 part out of 2



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

= 2 parts out of 2 = 1 whole



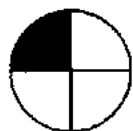
$$\frac{1}{3}$$

= 1 part out of 3



$$\frac{2}{3}$$

= 2 parts out of 3



$$\frac{1}{4}$$

= 1 part out of 4



$$\frac{2}{4}$$

= 2 parts out of 4 = $\frac{1}{2}$

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

ADDING AND SUBTRACTING FRACTIONS WITH THE SAME DENOMINATOR

Fractions with the same denominator are called **like fractions**.

To add or subtract fractions, the denominators must be the same.

When adding or subtracting fractions, add or subtract only the numerator.

The denominator remains the same.

Example:



$$\frac{2}{8}$$

+



$$\frac{3}{8}$$

=



$$\frac{5}{8}$$



MATHEMATICS *squares & square roots*

SQUARES & SQUARE ROOTS

| N | N ² | \sqrt{N} | N | N ² | \sqrt{N} | N | N ² | \sqrt{N} |
|----|----------------|------------|-----|----------------|------------|-----|----------------|------------|
| 1 | 1 | 1.00 | 51 | 2,601 | 7.14 | 101 | 10,201 | 10.05 |
| 2 | 4 | 1.41 | 52 | 2,704 | 7.21 | 102 | 10,404 | 10.10 |
| 3 | 9 | 1.73 | 53 | 2,809 | 7.28 | 103 | 10,609 | 10.15 |
| 4 | 16 | 2.00 | 54 | 2,916 | 7.35 | 104 | 10,816 | 10.20 |
| 5 | 25 | 2.24 | 55 | 3,025 | 7.42 | 105 | 11,025 | 10.25 |
| 6 | 36 | 2.45 | 56 | 3,136 | 7.48 | 106 | 11,236 | 10.30 |
| 7 | 49 | 2.65 | 57 | 3,249 | 7.55 | 107 | 11,449 | 10.34 |
| 8 | 64 | 2.83 | 58 | 3,364 | 7.62 | 108 | 11,664 | 10.39 |
| 9 | 81 | 3.00 | 59 | 3,481 | 7.68 | 109 | 11,881 | 10.44 |
| 10 | 100 | 3.16 | 60 | 3,600 | 7.75 | 110 | 12,100 | 10.49 |
| 11 | 121 | 3.32 | 61 | 3,721 | 7.81 | 111 | 12,321 | 10.54 |
| 12 | 144 | 3.46 | 62 | 3,844 | 7.87 | 112 | 12,544 | 10.58 |
| 13 | 169 | 3.61 | 63 | 3,969 | 7.94 | 113 | 12,769 | 10.63 |
| 14 | 196 | 3.74 | 64 | 4,096 | 8.00 | 114 | 12,996 | 10.68 |
| 15 | 225 | 3.87 | 65 | 4,225 | 8.06 | 115 | 13,225 | 10.72 |
| 16 | 256 | 4.00 | 66 | 4,356 | 8.12 | 116 | 13,456 | 10.77 |
| 17 | 289 | 4.12 | 67 | 4,489 | 8.19 | 117 | 13,689 | 10.82 |
| 18 | 324 | 4.24 | 68 | 4,624 | 8.25 | 118 | 13,924 | 10.86 |
| 19 | 361 | 4.36 | 69 | 4,761 | 8.31 | 119 | 14,161 | 10.91 |
| 20 | 400 | 4.47 | 70 | 4,900 | 8.37 | 120 | 14,400 | 10.95 |
| 21 | 441 | 4.58 | 71 | 5,041 | 8.43 | 121 | 14,641 | 11.00 |
| 22 | 484 | 4.69 | 72 | 5,184 | 8.49 | 122 | 14,884 | 11.05 |
| 23 | 529 | 4.80 | 73 | 5,329 | 8.54 | 123 | 15,129 | 11.09 |
| 24 | 576 | 4.90 | 74 | 5,476 | 8.60 | 124 | 15,376 | 11.14 |
| 25 | 625 | 5.00 | 75 | 5,625 | 8.66 | 125 | 15,625 | 11.18 |
| 26 | 676 | 5.10 | 76 | 5,776 | 8.72 | 126 | 15,876 | 11.22 |
| 27 | 729 | 5.20 | 77 | 5,929 | 8.77 | 127 | 16,129 | 11.27 |
| 28 | 784 | 5.29 | 78 | 6,084 | 8.83 | 128 | 16,384 | 11.31 |
| 29 | 841 | 5.39 | 79 | 6,241 | 8.89 | 129 | 16,641 | 11.36 |
| 30 | 900 | 5.48 | 80 | 6,400 | 8.94 | 130 | 16,900 | 11.40 |
| 31 | 961 | 5.57 | 81 | 6,561 | 9.00 | 131 | 17,161 | 11.45 |
| 32 | 1,024 | 5.66 | 82 | 6,724 | 9.06 | 132 | 17,424 | 11.49 |
| 33 | 1,089 | 5.74 | 83 | 6,889 | 9.11 | 133 | 17,689 | 11.53 |
| 34 | 1,156 | 5.83 | 84 | 7,056 | 9.17 | 134 | 17,956 | 11.58 |
| 35 | 1,225 | 5.92 | 85 | 7,225 | 9.23 | 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 | 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 |



MATHEMATICS *algebra & multiplication table*

ALGEBRA

Expanding

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

Laws of Exponents

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

Logarithms

- {1} $\text{Log}(xy) = \text{Log } x + \text{Log } y$
 - {2} $\text{Log } x^r = r \text{Log } x$
 - {3} $\text{Log } x = n \iff x = 10^n$ (Common log)
 - {4} $\text{Log}_a x = n \iff x = a^n$ (Log to the base a)
 - {5} $\text{Ln } x = n \iff x = e^n$ (Natural log)
 - {6} $\text{Log}_a(x/y) = \text{Log } x - \text{Log } y$
- $e = 2.718281...$

Quadratic Formula

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

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

The solution can be derived using the quadratic formula \rightarrow

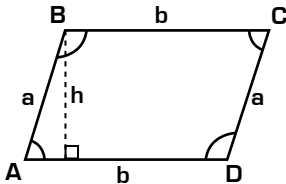
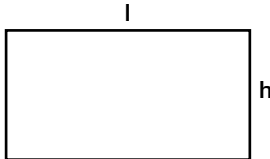
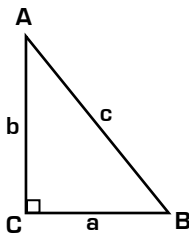
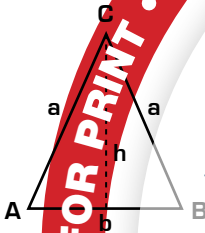

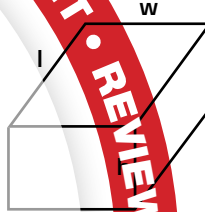
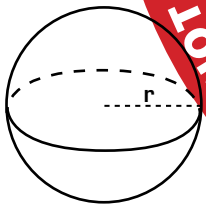
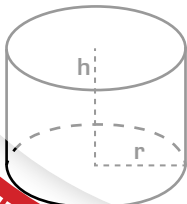
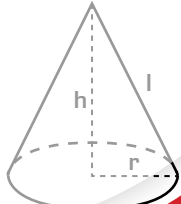

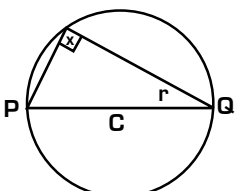
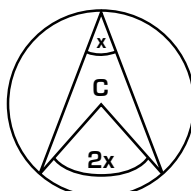
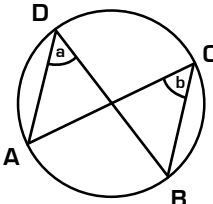
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

MULTIPLICATION TABLE

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

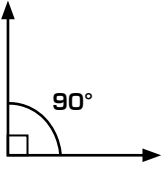
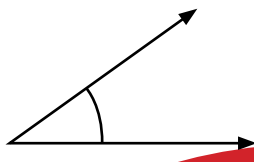
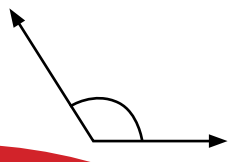
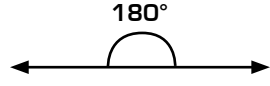
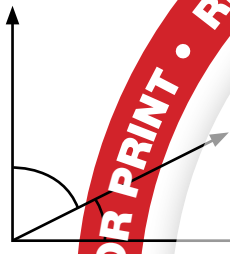


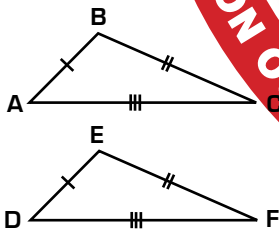
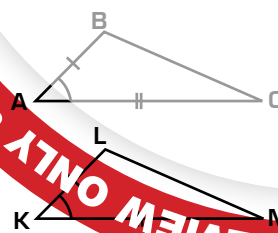
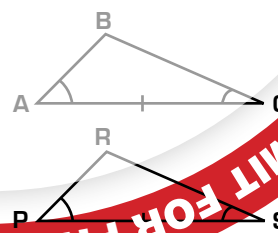
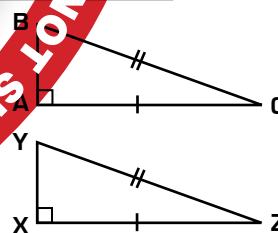
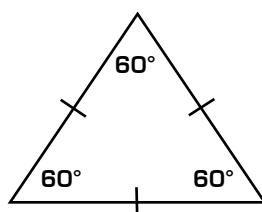
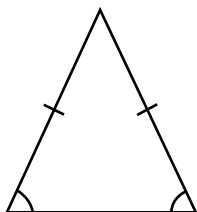
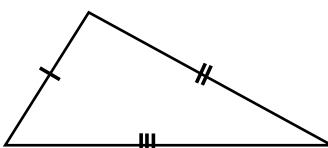


MATHEMATICS *area & volume*

| | | | | |
|---|--|---|---|---|
| <div>PARALLELOGRAM</div> <div></div> <div>Area of ABCD = bh</div> | <div>RECTANGLE</div> <div></div> <div>Perimeter = $2(l + h)$ Area = $l \times h$</div> | <div>RIGHT TRIANGLE</div> <div></div> <div>Area = $ab/2$ $a^2 + b^2 = c^2$ (Pythagorean Theorem)</div> | | |
| <div>ISOSCELES TRIANGLE</div> <div></div> <div>Area = $bh/2$</div> | <div>CIRCLE</div> <div></div> <div>Circumference of a circle = $2\pi r$ Area of a circle = πr^2</div> | <div>RECTANGULAR PRISM</div> <div></div> <div>Surface area of a prism = $2(lw + lh + wh)$ Volume of a prism = $l \times w \times h$</div> | | |
| <div>SPHERE</div> <div></div> <div>Surface area of a sphere = $4\pi r^2$ Volume of a sphere = $4\pi r^3/3$</div> | <div>CYLINDER</div> <div></div> <div>Surface area of a cylinder = $2\pi rh + 2\pi r^2$ Volume of a cylinder = $\pi r^2 h$</div> | <div>CONE</div> <div></div> <div>Surface area of a cone = $\pi rl + \pi r^2$ (l = slant height) Volume of a cone = $\pi r^2 h/3$</div> | <div>PYRAMID</div> <div></div> <div>Surface area of a pyramid = $B + \text{Lateral area}$ (Lateral area = sum of triangular faces) Volume of a pyramid = $Bh/3$ (B = area of base)</div> | |
| <div>CIRCLE THEOREMS</div> <div></div> <div>$\angle x = 90^\circ$ (PQ is the diameter)</div> | | | <div></div> <div>C is the center of the circle</div> | <div></div> <div>$\angle a = \angle b$ (Both angles intercept arc AB)</div> |



MATHEMATICS *geometric angles & congruence cases*

| GEOMETRIC ANGLES | | | |
|---|---|---|---|
|  <p>A right angle is exactly 90°</p> |  <p>An acute angle is less than 90°</p> |  <p>An obtuse angle is greater than 90°</p> |  <p>A straight angle is exactly 180°</p> |
|  <p>Complementary angles add up to 90°</p> |  <p>Supplementary angles add up to 180°</p> | |  <p>One complete rotation = 360°</p> |
| GEOMETRIC CONGRUENCE CASES | | | |
| S.S.S. POSTULATE | S.A.S. POSTULATE | A.S.A. POSTULATE | H.S. POSTULATE (RIGHT ANGLES ONLY) |
|  <p>Side-Side-Side $\triangle ABC \cong \triangle DEF$</p> |  <p>Side-Angle-Side $\triangle ABC \cong \triangle KLM$</p> |  <p>Angle-Side-Angle $\triangle ABC \cong \triangle PRS$</p> |  <p>Hypotenuse-side $\triangle ABC \cong \triangle XYZ$</p> |
| EQUILATERAL TRIANGLE | | ISOSCELES TRIANGLE | |
|  <p>3 Sides of Equal Length 3 Angles of 60° Each</p> | |  <p>2 Sides of Equal Length 2 Base Angles are Equal</p> | |
| | | SCALENE TRIANGLE | |
| | |  <p>3 Unequal Sides 3 Unequal Angles</p> | |



CIVICS *Bill of Rights*

AMENDMENT

I

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

AMENDMENT

II

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

AMENDMENT

III

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

AMENDMENT

IV

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

AMENDMENT

V

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

AMENDMENT

VI

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

AMENDMENT

VII

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

AMENDMENT

VIII

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

AMENDMENT

IX

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

AMENDMENT

X

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

School Datebooks





GEOGRAPHY *states & state capitals*

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

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CIVICS *United States presidents*

| No. | President | Party | Native State | Dates of term(s) | Vice President |
|------|-------------------------|--------------|----------------|------------------------------|----------------------|
| {1} | George Washington | Unaffiliated | Virginia† | April 30, 1789-March 3, 1797 | John Adams |
| {2} | John Adams | Fed. | Massachusetts† | March 4, 1797-March 3, 1801 | Thomas Jefferson |
| {3} | Thomas Jefferson | Dem.-Rep. | Virginia† | March 4, 1801-March 3, 1805 | Aaron Burr |
| {4} | Thomas Jefferson | Dem.-Rep. | Virginia† | March 4, 1805-March 3, 1809 | George Clinton |
| | James Madison | | | March 4, 1809-March 3, 1813 | George Clinton* |
| {5} | James Madison | Dem.-Rep. | Virginia† | March 4, 1813-March 3, 1817 | Elbridge Gerry* |
| | James Monroe | | | March 4, 1817-March 3, 1825 | Daniel D. Tompkins |
| {6} | John Quincy Adams | Dem.-Rep. | Massachusetts† | March 4, 1825-March 3, 1829 | John C. Calhoun |
| {7} | Andrew Jackson | Dem. | Carolinas† | March 4, 1829-March 3, 1833 | John C. Calhoun* |
| | Andrew Jackson | | | March 4, 1833-March 3, 1837 | Martin Van Buren |
| {8} | Martin Van Buren | Dem. | New York | March 4, 1837-March 3, 1841 | Richard M. Johnson |
| {9} | William Henry Harrison* | Whig | Virginia† | March 4, 1841-April 4, 1841 | John Tyler |
| {10} | John Tyler | Whig | Virginia | April 6, 1841-March 3, 1845 | George M. Dallas |
| {11} | James K. Polk | Dem. | North Carolina | March 4, 1845-March 3, 1849 | Fillmore |
| {12} | Zachary Taylor* | Whig | Virginia | March 4, 1849-July 9, 1850 | Fillmore |
| {13} | Millard Fillmore | Whig | New York | July 10, 1850-March 3, 1853 | William R. King* |
| {14} | Franklin Pierce | Dem. | New Hampshire | March 4, 1853-March 3, 1857 | John C. Breckinridge |
| {15} | James Buchanan | Dem. | Pennsylvania | March 4, 1857-March 3, 1861 | Hannibal Hamlin |
| {16} | Abraham Lincoln | Rep. | Kentucky | March 4, 1861-March 3, 1865 | Andrew Johnson |
| | Abraham Lincoln* | | | March 4, 1865-April 15, 1865 | |
| {17} | Andrew Johnson | Dem. | North Carolina | April 15, 1865-March 3, 1869 | Schuyler Colfax |
| {18} | Ulysses S. Grant | Rep. | Ohio | March 4, 1869-March 3, 1873 | Henry Wilson* |
| | Ulysses S. Grant | | | March 4, 1873-March 3, 1877 | William A. Wheeler |
| {19} | Rutherford B. Hayes | Rep. | Ohio | March 4, 1877-March 3, 1881 | Chester A. Arthur |
| {20} | James A. Garfield* | Rep. | Ohio | March 4, 1881-Sept. 19, 1881 | |
| {21} | Chester A. Arthur | Rep. | Vermont | Sept. 19, 1881-March 3, 1885 | Thomas A. Hendricks* |
| {22} | Grover Cleveland | Dem. | New Jersey | March 4, 1885-March 3, 1889 | Levi P. Morton |
| {23} | Benjamin Harrison | Rep. | Ohio | March 4, 1889-March 3, 1893 | Adlai E. Stevenson |
| {24} | Grover Cleveland | Dem. | New Jersey | March 4, 1893-March 3, 1897 | Garret A. Hobart* |
| | William McKinley | | | March 4, 1897-Sept. 14, 1901 | Theodore Roosevelt |
| {25} | William McKinley | Rep. | Ohio | Sept. 14, 1901-March 3, 1905 | Charles W. Fairbanks |
| | Theodore Roosevelt | | | March 4, 1905-March 3, 1909 | James S. Sherman* |
| {26} | William H. Taft | Rep. | Ohio | March 4, 1909-March 3, 1913 | Thomas R. Marshall |
| | Woodrow Wilson | | | March 4, 1913-March 3, 1917 | Woodrow Wilson |
| {27} | Woodrow Wilson | Dem. | Virginia | March 4, 1917-March 3, 1921 | Charles Coolidge |
| | Warren G. Harding | | | March 4, 1921-August 2, 1923 | Charles G. Dawes |
| {28} | Calvin Coolidge | Rep. | Vermont | August 3, 1923-March 3, 1925 | Charles Curtis |
| {29} | Calvin Coolidge | Rep. | Iowa | March 4, 1925-March 3, 1929 | John N. Garner |
| | Herbert C. Hoover | | | March 4, 1929-March 3, 1933 | Henry A. Wallace |
| {30} | Franklin D. Roosevelt | Dem. | New York | March 4, 1933-Jan. 20, 1937 | Harry S. Truman |
| | Franklin D. Roosevelt | | | Jan. 20, 1937-Jan. 20, 1941 | Alben W. Barkley |
| {31} | Franklin D. Roosevelt | Dem. | New York | Jan. 20, 1941-Jan. 20, 1945 | Richard M. Nixon |
| | Franklin D. Roosevelt* | | | Jan. 20, 1945-April 12, 1945 | Lyndon B. Johnson |
| {32} | Harry S. Truman | Dem. | Missouri | April 12, 1945-Jan. 20, 1949 | Hubert H. Humphrey |
| | Harry S. Truman | | | Jan. 20, 1949-Jan. 20, 1953 | Spiro T. Agnew* |
| {33} | Dwight D. Eisenhower | Rep. | Texas | Jan. 20, 1953-Jan. 20, 1957 | Gerald R. Ford* |
| {34} | Dwight D. Eisenhower | Rep. | Texas | Jan. 20, 1957-Jan. 20, 1961 | Nelson Rockefeller |
| | John F. Kennedy* | | | Jan. 20, 1961-Nov. 22, 1963 | Walter Mondale |
| {35} | Lyndon B. Johnson | Dem. | Texas | Nov. 22, 1963-Jan. 20, 1965 | George H. W. Bush |
| | Lyndon B. Johnson | | | Jan. 20, 1965-July 21, 1969 | Dan Quayle |
| {36} | Richard M. Nixon | Rep. | California | Jan. 20, 1969-Jan. 20, 1973 | Albert Gore, Jr. |
| | Richard M. Nixon* | | | Jan. 20, 1973-Aug. 9, 1974 | Richard B. Cheney |
| {37} | Gerald R. Ford | Rep. | Nebraska | Aug. 9, 1974-Jan. 20, 1977 | Joseph R. Biden, Jr. |
| | James E. Carter, Jr. | | Georgia | Jan. 20, 1977-Jan. 20, 1981 | Mike Pence |
| {38} | Ronald Reagan | Rep. | Illinois | Jan. 20, 1981-Jan. 20, 1985 | Kamala Harris |
| | Ronald Reagan | | | Jan. 20, 1985-Jan. 20, 1989 | JD Vance |
| {39} | George H. W. Bush | Rep. | Massachusetts | Jan. 20, 1989-Jan. 20, 1993 | |
| | William J. Clinton | | Arkansas | Jan. 20, 1993-Jan. 20, 1997 | |
| {40} | William J. Clinton | Dem. | Arkansas | Jan. 20, 1997-Jan. 20, 2001 | |
| | George W. Bush | | Connecticut | Jan. 20, 2001-Jan. 20, 2005 | |
| {41} | George W. Bush | Rep. | Connecticut | Jan. 20, 2005-Jan. 20, 2009 | |
| | Barack H. Obama | | Hawaii | Jan. 20, 2009-Jan. 20, 2013 | |
| {42} | Barack H. Obama | Dem. | Hawaii | Jan. 20, 2013-Jan. 20, 2017 | |
| | Donald Trump | | New York | Jan. 20, 2017-Jan. 20, 2021 | |
| {43} | Joseph R. Biden, Jr. | Dem. | Delaware | Jan. 20, 2021-Jan. 20, 2025 | |
| | Donald Trump | | New York | Jan. 20, 2025- | |

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

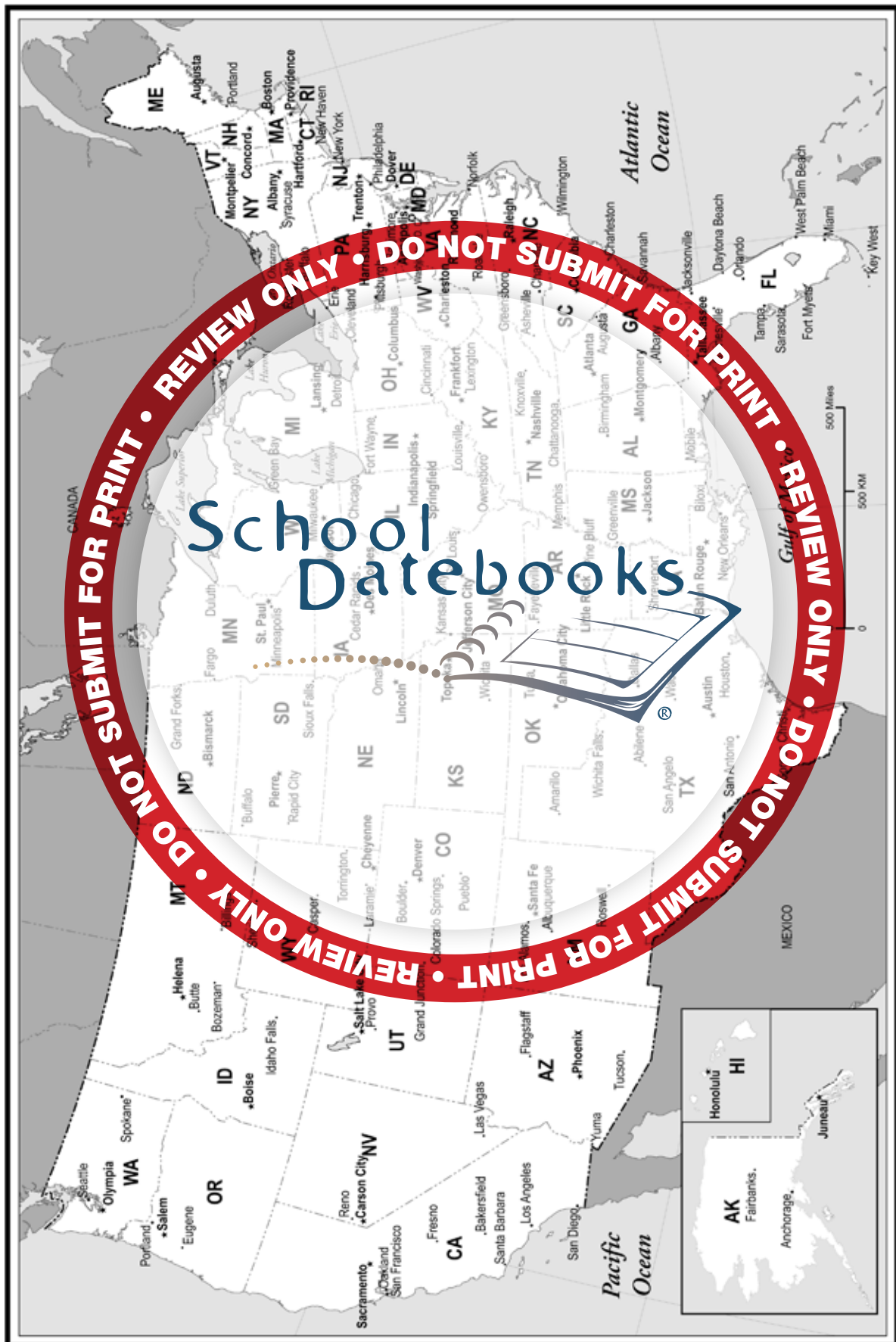
ORDER OF PRESIDENTIAL SUCCESSION

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



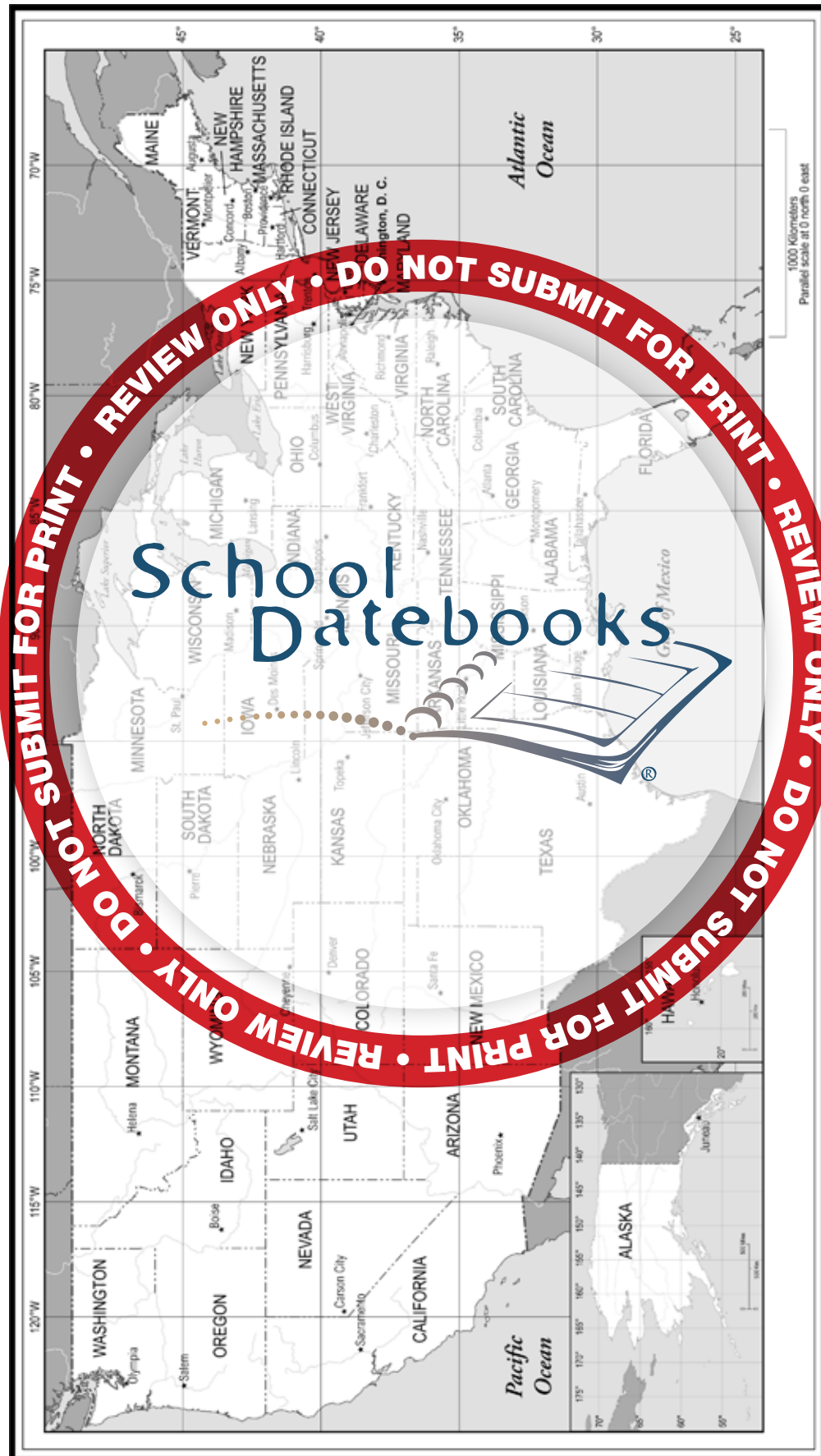


GEOGRAPHY *United States map*



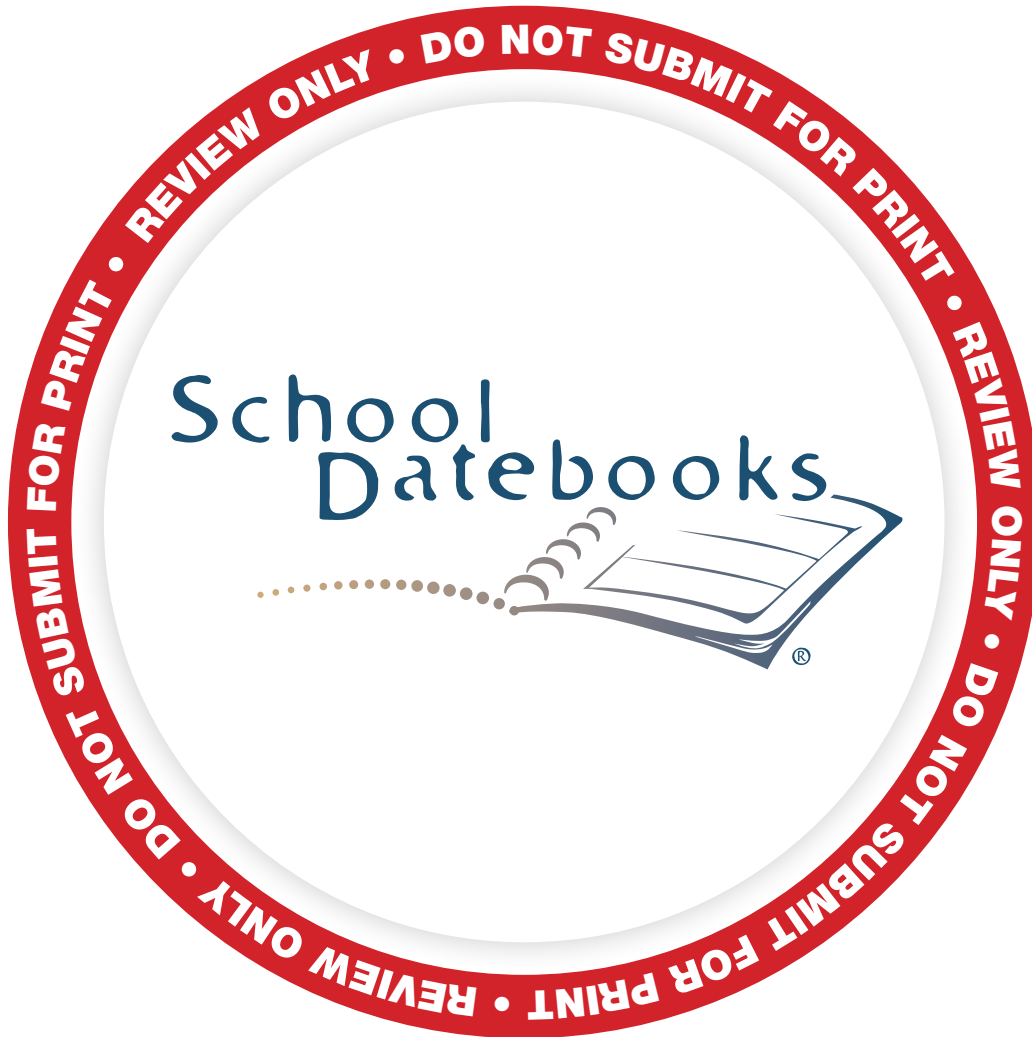


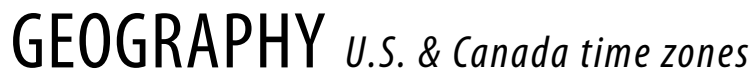
GEOGRAPHY *United States map with longitude & latitude*





INSERT STATE MAP







ENVIRONMENTAL AWARENESS *recycling*

Be kind to your mother

Given our
alternatives,
we should
treat her
birth with all
the respect
she deserves.

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

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→ Five recycled 2-liter
plastic bottles can
produce a lightweight
down jacket, perfect to stuff a ski
jacket.

→ Everyone in the world
could eat basics
based on the number
of plates and cups
Americans throw
away each year.

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

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

→ One dead bird or
mammal dies each
year from eating or
becoming entangled
in plastic debris.

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

Never litter. Ever.

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

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

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

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

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

Opt for email to
save paper.

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

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

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

A
few
enviro-
facts





ENVIRONMENTAL AWARENESS *recycling*

FACTS

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

WHAT CAN BE RECYCLED?

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

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Recycle

Reuse

Recycle



HEALTHY LIVING *drugs are a downer*

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

Regardless of their short-term effects – like euphoria, a false sense of self-confidence, serenity, or silliness – **illegal drugs will bring you down.** <> Some drugs are addictive. Some cause you to gain weight, while others cause you to lose it uncontrollably. Some give you acne. **Some, like ecstasy, cocaine, crack, or glue can kill you on the spot.** Some drugs are so addictive and expensive that people break the law to pay for them.

Taking drugs without a prescription is illegal. You can get kicked off the team and lose your chance for an athletic or academic scholarship. Those will be the least of your concerns if you're sitting in a jail cell or in front of a judge. **You may think that a drug will boost your performance, when in reality it will inhibit it.** Whether you want to shine on a test or out on the track, drugs aren't the way to do it.

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drugs are a downer

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

- DON'T:
- <> Ignore drug use, hoping it will go away.
 - <> Excuse drug users because they say they are "lonely," "depressed," "overachievers," etc.
 - <> Think you are "narking" if you seek out help for someone who is using drugs.
 - <> Succumb to the myth that drugs will make you a happier person.
 - <> Feel you have to drink or do drugs to have fun.

Smoking is a drag.

There's nothing attractive or noble about yellow teeth, a nasty cough, cancer, smelly clothes, and smoker's breath. And you can be sure that hacking up phlegm

is a turnoff. The younger you are when you start smoking, the more likely it is that you'll become a full-blown smoker and that you'll suffer from some sort of smoking-related illness, says the Centers for Disease Control.

PRINT You see, cigarettes (and other tobacco products like “chew”) contain nicotine, and nicotine IS addictive. Don’t believe it? Find a long-time smoker who is trying to quit and ask (very carefully) how cranky, tired, nervous, and irritable he/she feels.

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

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

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

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

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

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

What would YOU do with \$1,000?

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

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



HEALTHY LIVING *alcohol, tobacco, & drugs*

FACT AND FICTION:

Substances and your body

Home is where the heart is.

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

Alcohol

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

Drinking...

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

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

...is packed with empty calories.

Alcoholic beverages are very high in calories and can cause weight gain and increase the risk of diabetes, even if taken in moderation!

Learn more at: <https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/alcohol-facts-and-statistics>

Tobacco

Tobacco is a leafy plant which contains nicotine, an addictive stimulant. In one study of 20 often-used drugs, nicotine ranked third most addictive, just behind heroin and cocaine.

Tobacco...

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

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

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

Illegal Drugs...

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

...can cause irreversible damage to the mind and body. For example, cocaine can bring on strokes and seizures, even in young people.

Twenty-three percent of people who try heroin will become addicted. Our bodies are fragile. Don't risk your future. This is not a game.

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

Learn more at: <https://www.samhsa.gov/find-help/atod>

"Addiction" Defined:

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

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HEALTHY LIVING *dietary guidelines*

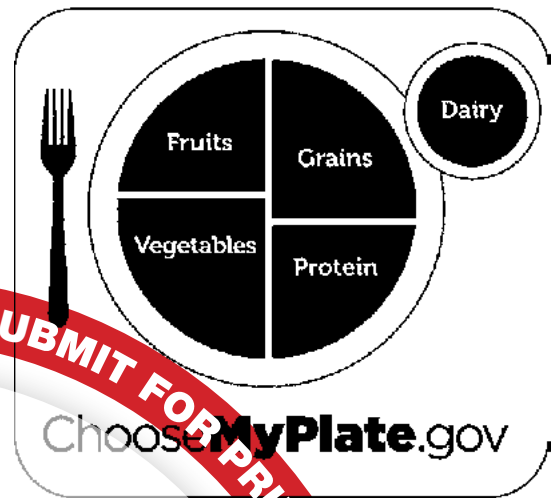
DIETARY GUIDELINES

RECOMMENDATIONS FOR DAILY FOOD CHOICES

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

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

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



GRAINS

Make half your grains whole

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

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

VEGETABLES

Vary your veggies

Eat more dark green veggies like broccoli, spinach, and other dark leafy greens.

Eat more orange vegetables like carrots and sweet potatoes.

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

Limit starchy vegetables.

FRUITS

Focus on fruits

Eat a variety of fruit.

Choose fresh, frozen, canned, or dried fruit.

Go easy on fruit juices.

DAIRY

Get your calcium-rich foods

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

If you don't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.

PROTEIN

Go lean with protein

Choose low-fat or lean meat and poultry.

Bake it, broil it, or grill it.

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

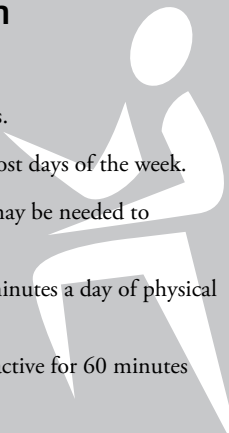
Your food and physical activity choices each day affect your health now you feel today, tomorrow, and in the future.

To find the foods and portions that are right for you,

ChooseMyPlate.gov

Find your balance between food and physical activity

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










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

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



HEALTHY LIVING *emergency action steps*

| EMERGENCY ACTION STEPS | | <i>Adult Life-Saving Steps</i> → 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. | |
|---|---|---|--|
| <div>1</div> <div>CHECK</div> <ul style="list-style-type: none"> → Check the scene for safety. → Check the victim for consciousness, breathing, pulse, and bleeding. | <div>2</div> <div>CALL</div> <ul style="list-style-type: none"> → Dial 9-1-1 or your local emergency number. → Be prepared to give the dispatcher the exact address or location of the emergency. | <div>3</div> <div>CARE</div> <ul style="list-style-type: none"> → Care for the victim. | |
| <p>Always care for life-threatening conditions first. If there are none:</p> <ul style="list-style-type: none"> → Watch for changes in the victim's breathing or consciousness. → Keep the victim from getting chilled or overheated. → Help the victim rest comfortably. → Reassure the victim. | | | |
| <div> <div> <p>If victim is unable to speak, cough, or breathe – Give abdominal thrusts (if person is conscious).</p>  <p>Place fist just above the navel and give quick, upward thrusts until object obstructing their breathing is removed.</p> </div> <div> <p>If victim is not breathing – Give rescue breathing.</p>  <p>Tilt head back and lift chin.</p> <p>Pinch nose shut. Give one slow breath about every 5 seconds.</p> </div> </div> | | | |
| <p>If air won't go in – Give abdominal thrusts</p>  <p>Give up to 5 abdominal thrusts.</p> |  <p>Look for and clear any objects from mouth.</p> |  <p>Tilt head back and reattempt breaths. Repeat steps until breaths go in.</p> | |
| <p>If not breathing and no pulse – Give CPR</p> <div> <div>  <p>Find hand position on center of breastbone.</p> </div> <div>  <p>Compress chest 30 times. Give 2 slow breaths. Repeat sets of compressions and breaths until ambulance arrives.</p> </div> </div> | | | |



HEALTHY LIVING *hotlines & helplines*

| GENERAL CRISIS | | |
|--|--|--|
| <i>7 Cups of Tea</i> | Online listeners | www.7cups.com |
| <i>Boys Town Hotline</i> (24 hrs.) | 800-448-3000 | www.boystown.org |
| <i>Crisis Call Center (National Suicide Prevention Lifeline)</i> (24 hrs.) | 800-273-8255 | www.crisiscenter.org |
| <i>National Hopeline Network (I'm Alive, Suicide Prevention)</i> | Online chat | www.imalive.org |
| <i>Lifeline Crisis Chat (National Suicide Prevention Lifeline)</i> (24 hrs.) | Online chat | suicidepreventionlifeline.org |
| <i>National Center for Missing and Exploited Children</i> (24 hrs.) | 800-843-5678 | www.missingkids.com |
| <i>Teen Line</i> | 800-853-3336 | www.teenlineonline.org |
| <i>Youth America Hotline Your Life Counts</i> | 877-968-8454 | www.yourlifecounts.org |
| ALCOHOL/SUBSTANCE ABUSE | | |
| <i>Al-Anon/Alateen (For Families and Friends of Problem Drinkers)</i> | 888-4AL-ANON | www.al-anon.alateen.org |
| <i>Alcoholics Anonymous</i> | 212-870-3400 | www.aa.org |
| <i>American Council on Alcoholism</i> | 800-527-5344 | www.recoverymonth.gov |
| <i>Narcotics Anonymous</i> | 818-773-9999 | www.na.org |
| <i>National Institute on Alcohol Abuse and Alcoholism</i> | niaaaweb-r@exchange.nih.gov | www.niaaa.nih.gov |
| ABUSE/HEALTH CARE | | |
| <i>American Heart Association</i> | 800-AHA-USA1 | www.heart.org |
| <i>CDC National HIV/AIDS Contact Center</i> | 800-CDC-INFO | www.cdc.gov/hiv |
| <i>CDC National STD Contact Center</i> | 800-CDC-INFO | www.cdc.gov/std |
| <i>National Cancer Institute</i> | 800-4-CANCER | www.cancer.gov |
| <i>Childhelp National Child Abuse Hotline</i> (24 hrs.) | 800-4-A-CHILD | www.childhelp.org |
| <i>National Organization for Rare Disorders</i> | 800-999-6673 | www.rarediseases.org |
| <i>Office on Women's Health</i> | 800-994-9662 | www.womenshealth.gov |
| <i>American Association of Poison Control Centers</i> (24 hrs.) | 800-222-1222 | www.aapcc.org |
| <i>Rape, Abuse and Incest National Network (RAINN)</i> (24 hrs.) | 800-656-HOPE | www.rainn.org |
| <i>Youth Violence Prevention</i> | 800-CDC-INFO | www2.cdc.gov/violenceprevention |
| MENTAL HEALTH | | |
| <i>Depression and Bipolar Support Alliance Helpline</i> | 800-826-3667 | www.dbsalliance.org |
| <i>Mental Health America</i> | 800-969-6642 | www.mentalhealthamerica.net |
| <i>National Alliance on Mental Illness Information Helpline</i> | 800-950-NAMI | www.nami.org |
| <i>National Mental Health Consumers' Self-Help Clearinghouse</i> | selfhelpclearinghouse@gmail.com | www.mhselfhelp.org |
| <i>National Eating Disorders Association Helpline</i> | 800-931-2237 | www.nationaleatingdisorders.org |
| <i>SAFE Alternatives (Self Abuse Finally Ends)</i> | 800-DONT-CUT | www.selfinjury.com |
| SEXUAL ORIENTATION/GENDER IDENTITY | | |
| <i>Lesbian, Gay, Bisexual and Transgender National Youth Hotline</i> | 800-246-7743 | www.glbthotline.org/talkline |
| <i>LYRIC (Center for LGBTQ Youth)</i> | 415-703-6150 | www.lyric.org |
| <i>The Trevor Project Lifeline (LGBTQ Ages 13-24)</i> (24 hrs.) | 866-488-7386 | www.thetrevorproject.org |



HEALTHY LIVING *breakfast — who needs it?*

wellness

BREAKFAST

Who Needs It?

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

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

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

Quick Take

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

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

School Datebooks

Two for the Price of One

Mornings are busy enough, but you can double up:

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

"All happiness depends on a leisurely breakfast."

— John Gunther

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

— Adelle Davis



HEALTHY LIVING *breakfast — myths & facts*

wellness

BREAKFAST

Myths & Facts

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

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

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

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

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

MYTH: *Breakfast will make me hungry later.*

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

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

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

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

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

What's on the World's Menu?

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

ALGERIA: French bread

ARGENTINA: Ham and cheese tostados

AUSTRALIA: Eggs, sausage, and tomatoes

BULGARIA: Yogurt

CHINA: Rice dumplings

ITALY: Bread and jam

JAPAN: Rice and seafood

NETHERLANDS: Poached eggs, green derring

PHILIPPINES: Garlic fried rice, eggs

RUSSIA: Black bread, sausage

SCOTLAND: Oatcakes, scones

SPAIN: Roll with butter and jam

TURKEY: White cheese, tomatoes, black olives, bread

WALES: Laverbread (from seaweed) and cockles

What's on Your Menu?

This morning I ate _____.

Tomorrow, I'm going to eat _____.

My favorite weekday breakfast is _____.

My favorite weekend breakfast is _____.



HEALTHY LIVING *posture — lighten your backpack*

wellness

POSTURE

Lighten Your Backpack

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

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

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

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

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

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

Too Much Weight on Your Back?

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

Watch for these weighty (and maybe unnecessary) items:

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

What's in Your Backpack?

Items I've got to carry every day:

Weigh In

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



HEALTHY LIVING *sleep — getting enough zzzs?*

wellness

SLEEP

Getting Enough ZZZs?

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

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

Late Night: Natural for Teens

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

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

Training for Sleep

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

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

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

Too Little Sleep® Takes Its Toll

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

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

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

— Friedrich Nietzsche



HEALTHY LIVING *sleep — true or false?*

wellness

SLEEP

True or False?

I'm a night person; no changing that.

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

I catch up on my sleep on the weekend.

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

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

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

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

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

Animals Need Sleep, Too

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

THE SHORT SNOOZERS:

- Giraffe ■ 1.9 hour
- Horse ■ 2.9 hours
- Elephant ■ 3.3 hours
- Sheep ■ 3.5 hours
- Cow ■ 3.9 hours

THE REAL SLEEPERS:

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

Asleep and Awake Records

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

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

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

— Publius Ovid Naso



HEALTHY LIVING *stress — life spinning out of control?*

wellness

STRESS

Life Spinning Out of Control?

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

Juggling It All

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

Stop, Breathe

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

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

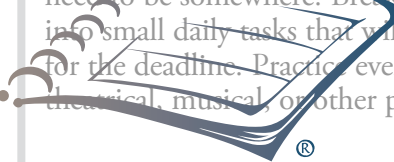
Accept That Life Happens

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

Avoid Stressful Situations

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

School Datebooks



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

— Paul Dudley White



HEALTHY LIVING *stress — signs of stress*

wellness

STRESS

Signs of Stress

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

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

— William James

School Datebooks

Chill Out

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

What Causes Your Stress?

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

How Will You De-stress?

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



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

wellness

WATER

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

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

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

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

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

Tips for Drinking More Water

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

How Much Water Do You Need?

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

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

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

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



HEALTHY LIVING *water — your body's full of water*

wellness

WATER

Your Body's Full of Water

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

Where is all that water?

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

Water's Benefits

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

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

Another important benefit: Water is free!

Too Little Water Spells Trouble

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

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

My Water Log

I drank water today:

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

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



HEALTHY LIVING *internet safety tips*

ONLINE SAFETY

BE SMART! BE RESPECTFUL! BE SECURE!

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

Be Smart!

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

Be Respectful!

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

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

Be Secure!

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

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

HAVE YOU OR SOMEONE YOU KNOW ...

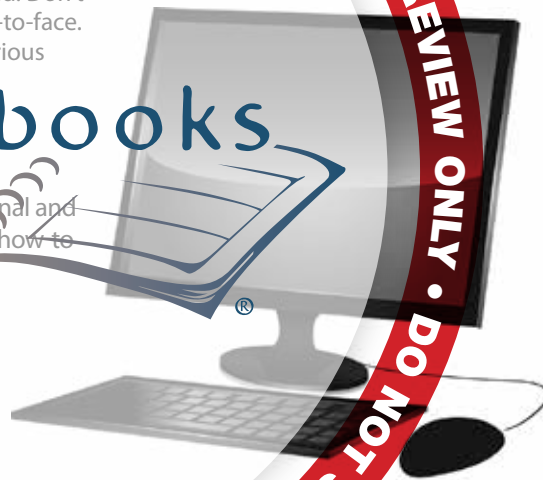
... ever had money stolen from them online? **Discuss**

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

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

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

School Datebooks





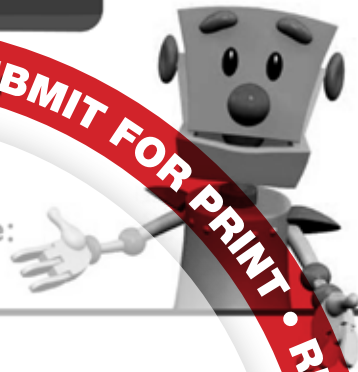
HEALTHY LIVING *internet safety pledge*

My Rules for

Internet Safety

Primary

The Internet is where I learn and play
But I have to be careful everyday
So I pledge to be safer online
And follow these rules all of the time:



1 I will tell my trusted adult if anything makes me feel sad, scared, or confused.

School Datebooks

2 I will ask my trusted adult before sharing information like my name, address, and phone number.

3 I won't meet face-to-face with anyone from the Internet.

4 I will always use good netiquette and not be rude or mean online.



signed

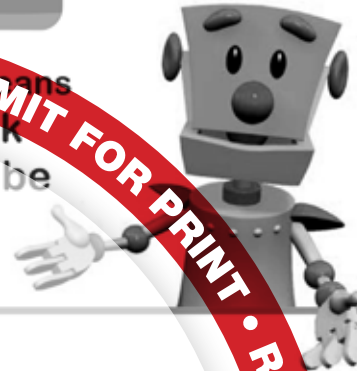
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My Rules for

Internet Safety

Intermediate

I will use the Internet responsibly. That means making smart decisions about what I look at, who I talk to, and what I say. I pledge to be safer online by following these rules:



School Datebooks

School Datebooks

I will ask my trusted adult before sharing information like my name, address, and phone number.

I won't meet face-to-face with anyone from the Internet.

I will always use good netiquette and not be rude or mean online.

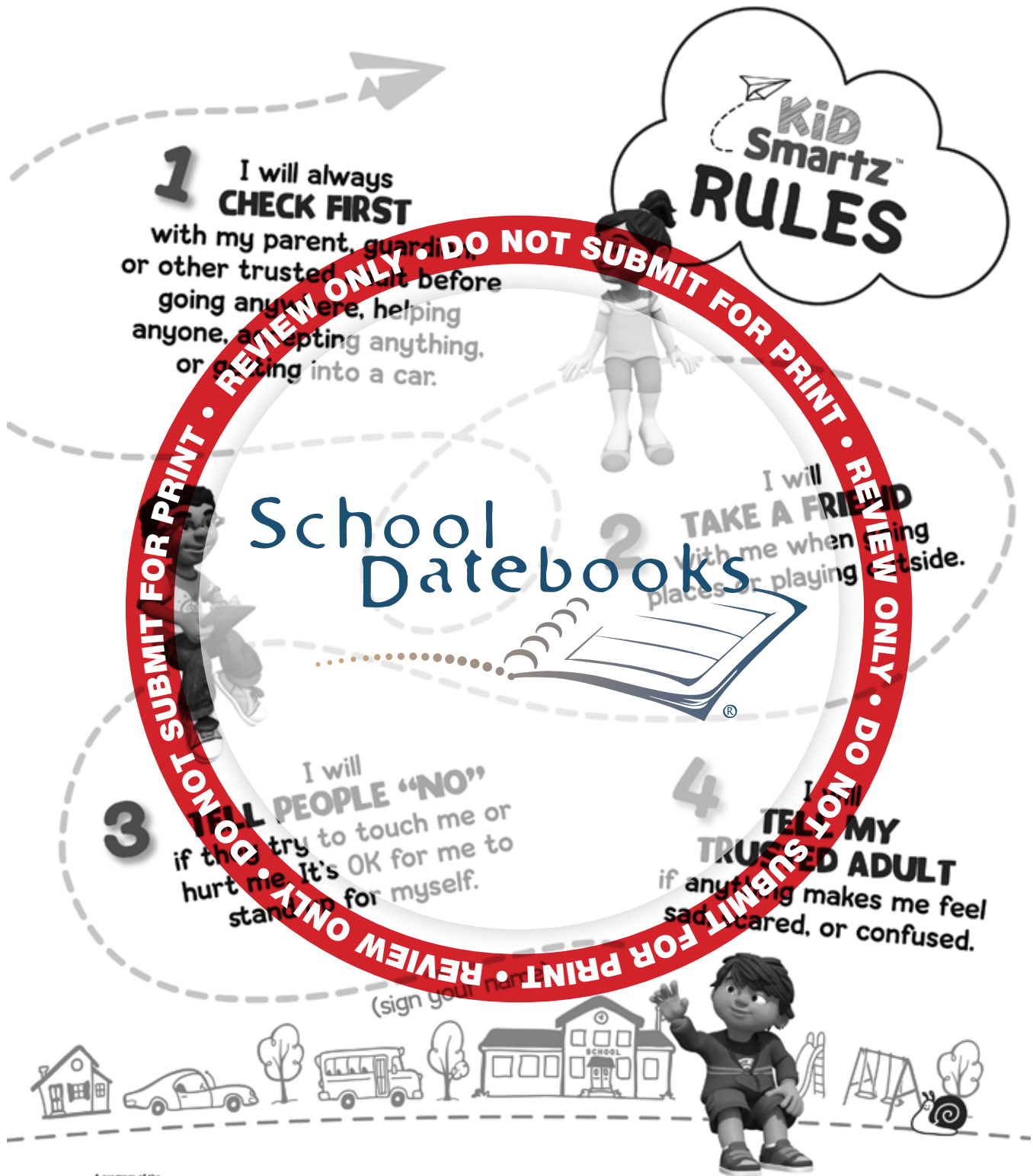
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signed





HEALTHY LIVING *real world safety pledge*



A program of the
NATIONAL
CENTER FOR
MISSING &
EXPLOITED
CHILDREN

KidSmartz.org

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HEALTHY LIVING *internet safety pledge*

INTERNET SAFETY RULES

Middle School ■ High School

1

I WILL
THINK
BEFORE
I POST.

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

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

I WILL
RESPECT
OTHER
PEOPLE
ONLINE

I will not

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

3

I WILL BE
CAREFUL WHEN
MEETING
ONLINE FRIENDS
IN PERSON.

I agree to

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

4

I WILL
PROTECT
MYSELF
ONLINE.

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

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

School Datebooks

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

Watch videos and play games at NSTeens.org

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SIGNED _____

SIGNED _____



HEALTHY LIVING *NetSmartz for tweens*

NetSmartz Workshop

A PROGRAM OF THE
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

YOUR NETSMARTZ

Watch videos and
play games at
NSTEENS.ORG

TIPS FOR TEENS



CYBERBULLYING

Don't be mean.
Gossiping doesn't make you cool.

Ignore. Block. Tell.
Ignore mean or threatening messages,
block the sender, and tell a trusted adult
who can help you report them.

Speak up
if you think friends are cyberbullying someone.



ONLINE PREDATORS

Recognize the difference
between cool and creepy.
An older guy who wants to date someone
much younger is just creepy.

**Don't just sit there -
REPORT**
anyone who asks to meet you
in person to the police and
www.cybertipline.com



SHARING TOO MUCH

Avoid TMI.
Don't post anything too
personal or embarrassing.

Protect your space.
Use privacy settings and don't
accept just anyone as a friend.

Don't be that kid
who gets suspended for posting something stupid online.



TRUSTED ADULTS

**Talk to your parents
or guardians**
about what you're doing online.
They're not as bad as you think.

NetSmartz.org/TipSheets

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Brought to you by

Sprint

CYBERBULLYING

AVOID GOSSIP.
Everyone's bound to get a little excited by those oh-so-dramatic high school scandals, but that doesn't mean you have to text the latest rumor to everyone you know.

DON'T FEED THE CYBERBULLIES.
Ignore mean or threatening messages. Block the sender and file a report with the website, cell phone service, or police.

BYSTANDERS ARE GUILTY, TOO.
If your friend or someone cyberbullying someone else stays silent, you're also guilty as they are. Speak up and keep your friends in check.

ONLINE PREDATORS

DON'T JUST SIT THERE - REPORT!
If you or someone you know has been victimized by someone you met online, report them to the police and www.cybertipline.com.

RECOGNIZE THE DIFFERENCE BETWEEN FLIRTY AND CREEPY.
Think a date someone younger is just creepy. It's not flattering; it's illegal! So don't flirt with them and don't meet them online.

SHARING TOO MUCH

STOP. THINK. PUT YOUR CLOTHES BACK ON!
You know those pictures of you wearing next-to-nothing and making kissy faces or flexing in the mirror? You might think it's safe, but the law doesn't, so you're on a favor - don't send them; don't forget them.

PROTECT YOUR SPACE.
Use privacy settings and don't accept a just anyone as a friend. Do some investigating - Who are they? Why would you hang out with them?

TIPS FOR TEENS

TRUSTED ADULTS
Sometimes adults freak out about what you're doing online because you never tell them anything. Keep them in the loop so they know they can trust you.

Got NetSmartz!

NetSmartz Workshop
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Watch Real-Life Stories videos at NSTeens.org
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HEALTHY LIVING *social media safety for teens*



School Datebooks

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

○ CHECK YOUR COMMENTS AND IMAGES.

Have you posted anything inappropriate or that has threats, nudity, alcohol, or drugs?

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

Agree that you won't post embarrassing or hurtful comments or images of each other. Be clear that you'll delete – if needed, report – any posts that are inappropriate, illegal, or threatening or could get you in trouble.

○ REVIEW YOUR ACCOUNT SETTINGS.

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

○ KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.

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

○ KEEP AN EYE ON 3RD PARTY APPS.

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

○ DON'T FORGET MOBILE.

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

○ REPORT.

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

A program of the



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NetSmartz Workshop

For more resources visit NSTEENS.ORG



HEALTHY LIVING *tips to prevent sexting for teens*

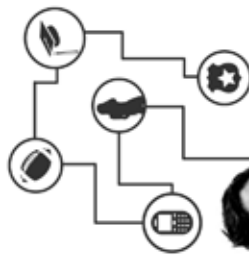
tips to prevent

SEXTING FOR TEENS

NetSmartz.org/TipSheets

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THINK ABOUT THE CONSEQUENCES

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



ANYONE PRESSURES

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

School Datebooks



IF YOU FORWARD

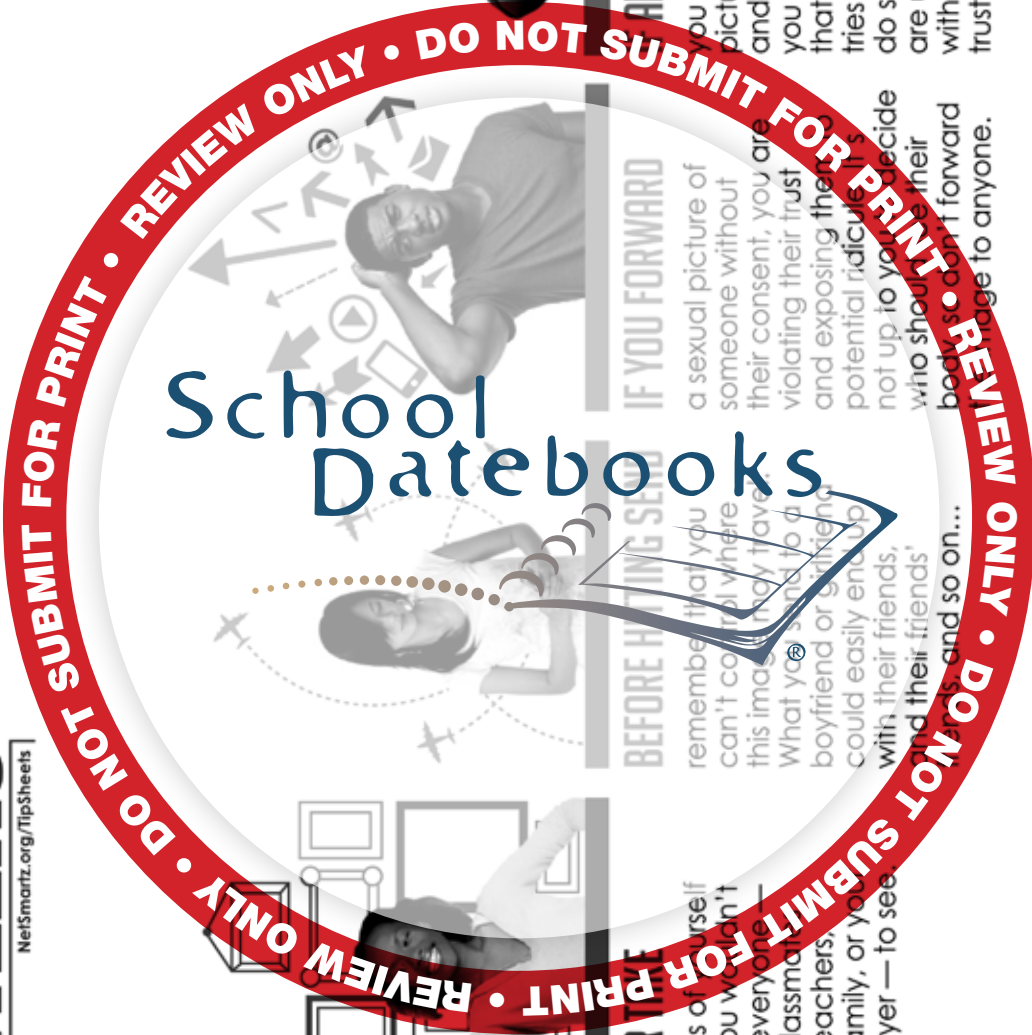
a sexual picture of someone without their consent, you are violating their trust and exposing them to potential ridicule. It's not up to you to decide who should see their bodies. Don't forward a picture to anyone.

BEFORE HITTING SEND

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

NEVER TAKE

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



Watch Real-Life Stories at **NSTEENS.ORG**
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EVALUATING INTERNET SOURCES

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

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

Evaluate the WEBSITE

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

☒ **Reliable**

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

☐ **Check carefully**

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

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

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

Evaluate the AUTHOR

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

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

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

Evaluate the INFORMATION

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

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

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

Hint

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

NetSmartz.org/TipSheets

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ASL

AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS

CALLING 911



If there is an emergency and you need help, you may need to call 911. An emergency means you need help right now! If the situation can wait and you can get help from a trusted adult later, then it is not an emergency. Pay attention carefully to these rules so you'll know what to do when you need help.

RULES FOR CALLING 911

- If you or someone else is in danger ...
- If you or someone else has been badly hurt ...
- If someone tries to break into your house ...
- If someone tries to grab you or take you somewhere ...
- If you can't find an adult to help ...

School Datebooks

CALL 911!

NEVER
CALL 911
AS A JOKE OR
WHEN THERE IS
NO EMERGENCY

Now Review these rules with your parent or guardian and answer these questions together.

SHOULD YOU CALL 911

if someone tries to break in your house? ☒ Yes ☐ No

if you need a ride home from school?

if someone in a car tries to grab you? ☒ Yes ☐ No

if your friend dares you? ☐ Yes ☐ No

if your dog runs away? ☐ Yes ☐ No

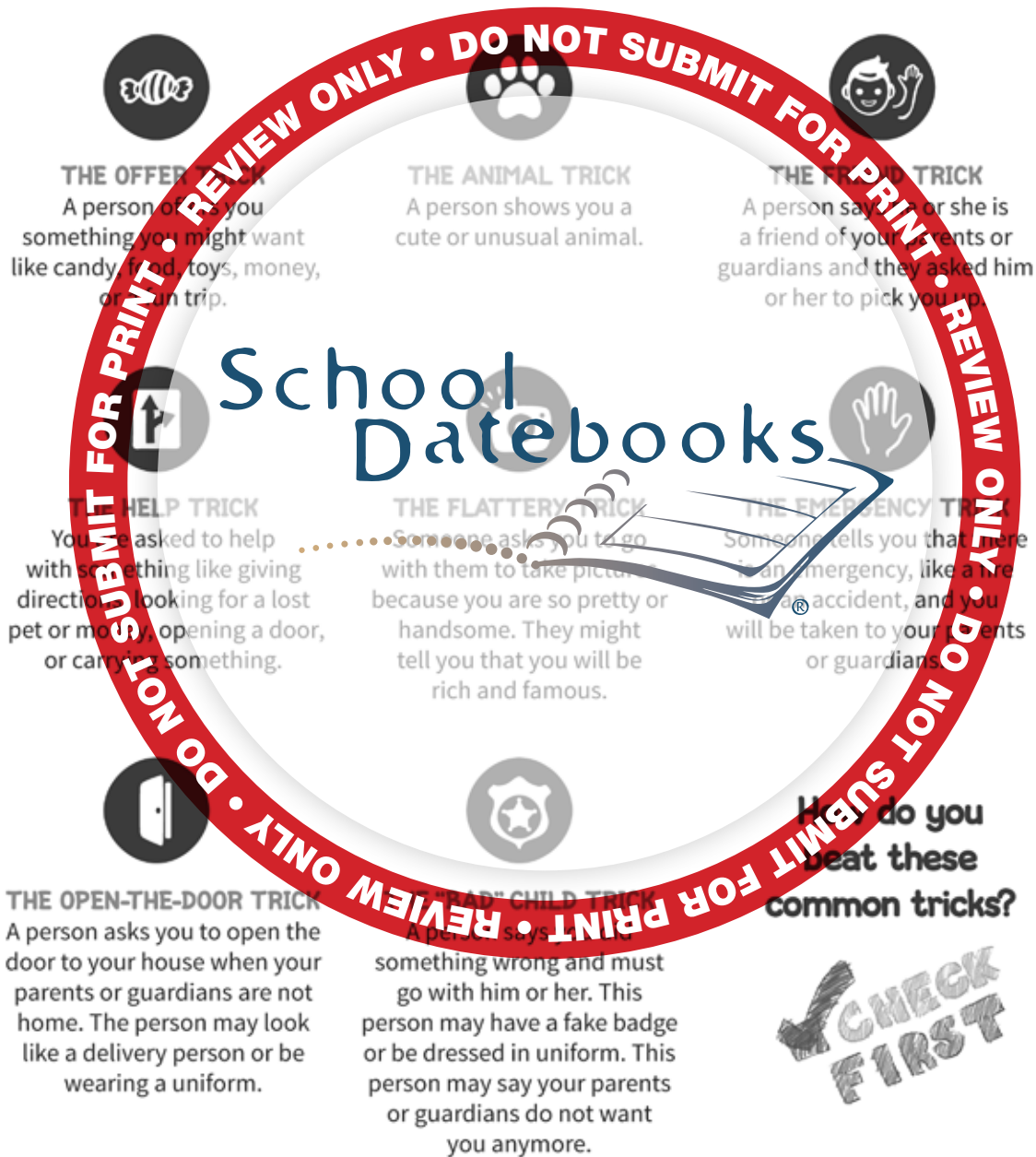


PRACTICE DIALING 911!



HEALTHY LIVING *KidSmartz: the common tricks*

THE COMMON TRICKS





HEALTHY LIVING *KidSmartz: how to say "no"*

HOW TO SAY "NO"



WHAT
SHOULD
YOU SAY?



Leave me
alone!

I don't
like that!

You're not my
mom!

HOW
SHOULD YOU
SAY IT?



**School
Datebooks**

Be serious!

Be confident!

Be loud!

WHEN
SHOULD YOU
SAY IT?



If someone tries
to get you to
go somewhere
without checking
first with your
parent or
guardian ...

If someone tries
to trick
you in a way that
makes you feel
uncomfortable ...

If someone tries
one of the common
tricks on you ...

SAY NO!

WHY
SHOULD YOU
SAY IT?



Because it is **OK** for you
to stand up for yourself!

A program of the



KidSmartz.org

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HEALTHY LIVING *Abuse & Healthy Relationships / Prevention Education Overview*

YOUR BODY BELONGS TO YOU

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

What is a safe grown-up?

- A safe grown-up treats you with love, respect, and kindness.
- A safe grown-up will never try to touch you in a way that feels uncomfortable or unsafe, especially in an area that your bathing suit covers up.
- A safe grown-up will never force you to look at pictures that make you feel uncomfortable.
- A safe grown-up will never ask you to keep a secret from your parents or trusted caregiver.

Do you know who your safe grown-ups are?

- Think of two safe adults you can talk to about anything.
- Think of one who lives in your home (parent, guardian, grandma, uncle, etc.) and one who lives outside of your home (teacher, principal, coach, etc.).
- If anyone makes you feel unsafe or uncomfortable, be sure to tell a safe grown-up right away.
- Know the phone number of your safe grown-up.
- If you ever get lost or need help, it's important to know your phone number and address so you can let a police officer know. If you need help right away, call 911.

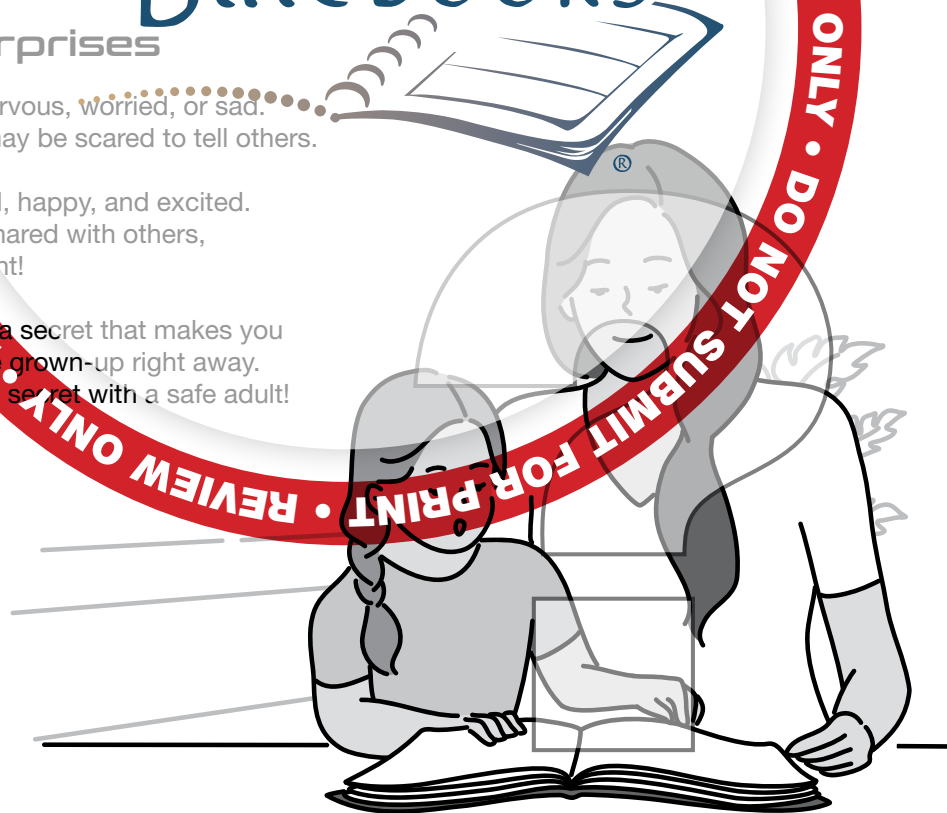
Secrets vs. Surprises

Secrets can make us feel nervous, worried, or sad.
Secrets are something we may be scared to tell others.

Surprises make us feel good, happy, and excited.
Surprises are meant to be shared with others,
like a special birthday present!

If an adult asks you to keep a secret that makes you
upset or afraid, tell your safe grown-up right away.
It is never too late to share a secret with a safe adult!

School Datebooks



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



HEALTHY LIVING *Abuse & Healthy Relationships / Prevention Education Overview*

BODY SAFETY AND ABUSE PREVENTION

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

Important definitions of abuse:

- **PHYSICAL ABUSE** includes the intentional use of physical force that can result in bodily injury. Some examples are hitting, kicking, punching, slapping, shaking, and burning.
- **EMOTIONAL ABUSE** refers to behaviors that harm or demean someone's self-worth or emotional well-being. Examples can include name-calling, shaming, rejecting, withholding love, and threatening.
- **NEGLECT** is the failure to meet basic physical and emotional needs. These needs include housing, food, clothing, education, access to medical care, and having feelings validated and appropriately responded to.

Another category of abuse that can cross physical and digital boundaries is sexual abuse. **Sexual Abuse** involves pressuring or forcing someone into touching or being touched inappropriately. It can also involve being exposed to sexual acts, images, and videos. An adult or older teen should never ask you to take sexual photos or videos of yourself.

Some **red flags** of sexual abuse include:

- Keeping secrets, not wanting to be left alone with certain people, overly compliant behavior, decrease in self-confidence

What should I do?

If you or a friend could be going through something like the abuse outlined above, it can be hard to know what to do.

In cases of abuse, the best thing to do is tell a trusted adult what you've been told or what you've seen. A trusted adult can be someone inside or outside of your home like a teacher, counselor, coach, parent, grandparent, aunt/uncle, or a friend's parent.

If you think you have experienced abuse, you should tell a trusted adult. You can also reach out to any of the experts below to get advice on how to handle a specific situation:

CHILDHELP HOTLINE: 1-800-422-4457

- Call or text this number to disclose and report abuse

CYBER TIPLINE: www.cybertipline.org

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

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

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





SUCCESS SKILLS *tips for improving your memory & 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 – Flower, carnation, rose
- {4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.
- {5} Associate new things you learn with what you already know.
- {6} Use rhythm or music to set up a rhyme.
- {7} Visualize the information in your mind.
 - a. See the picture clearly and vividly.
 - b. Exaggerate and enlarge things.
 - c. See it in three dimensions.
 - d. Put yourself into the picture.
 - e. Imagine an action taking place.
- {8} Link the information together to give it meaning.
- {9} Use the information whenever you can. Repetition is the key to memory.

TIPS FOR TAKING STANDARDIZED TESTS

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



SUCCESS SKILLS *listening & homework skills*

LISTENING SKILLS

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

To help develop listening skills:

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

HOMEWORK SKILLS

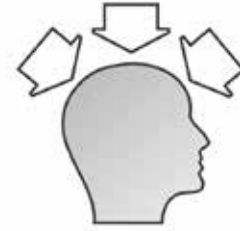
- *Keep track of your daily assignments in this datebook so you will always know what you have to do.*
- *Homework is an essential part of learning. Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember.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



SUCCESS SKILLS *successful notetaking*

SUCCESSFUL NOTETAKING

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



School
Datebooks



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, events, and dates.
- Don't assume or judge. Separate fact from opinion.
- Connect what you hear to what you already know.

HEALTHY HOMEWORK SKILLS

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

NOTABLE NOTETAKING

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

A MEMORABLE MEMORY

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

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

School Datebooks





SUCCESS SKILLS *about cheating*

WINNERS NEVER CHEAT.
CHEATERS NEVER WIN.

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

School Datebooks

But the bottom line is
nobody wins when they cheat.

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



Cheaters:

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

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

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

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



SUCCESS SKILLS *plan to get ahead*

PLAN TO GET AHEAD!

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

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

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

2 Time Management Managing your time wisely ensures you have the time to do both what you need to do and what you want to do.

Time keys:

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

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

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

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



SUCCESS SKILLS *plan for success*

PLAN FOR SUCCESS

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

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

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

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

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

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

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

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

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

School Datebooks





SUCCESS SKILLS *basic résumé writing*

BASIC RÉSUMÉ WRITING

The Functional Résumé Format

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

These are the 5 basic parts →

- {1} **Header:** your name, address, phone number, email address.
- {2} **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).
- {3} **Summary:** a brief list or statement highlighting your background, your skills, and what you want your employer to know about you. This can be optional.
- {4} **Skills/Achievements:** a description of your abilities, accomplishments, and areas of competence. These can also be grouped under headings, such as *Office Skills, Technical Experience, or Planning/Organization*.
- {5} **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

Remember:

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


Use Action Words to Describe Skills

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



SUCCESS SKILLS *basic résumé writing*

SAMPLE RÉSUMÉ



Job Anybody

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

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

QUALIFICATIONS

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

TECHNICAL SKILLS

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

EDUCATION

- West Central High School
(Graduating in May 2019)

MEMBERSHIPS

- Computer Club
- Student Against Druggist Decisions (SADD)
- Honor Roll

REFERENCES - Available upon request



SUCCESS SKILLS *preparing for college*

PREPARING FOR COLLEGE

The College Application Process

- {1} The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
- {2} Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do not let a class slip because it does not interest you. Colleges look for a consistent performance in all subjects.
- {3} Take the SAT or ACT in time to include your scores on college applications.
- {4} Look at as many potential colleges as possible. Do not limit your options.
- {5} Visit as many campuses as possible, and talk to students, staff, and the office of admission while at the college.
- {6} Send applications to prospective colleges beginning in early fall of your senior year. You can obtain applications and information in the guidance office or online at university and college websites.
- {7} Fill out any potential scholarship forms and send them to the appropriate personnel.
- {8} Allow at least two weeks for your counselor to process your applications.
- {9} Many schools will respond to your application within four to six weeks.

Steps for Juniors

- {1} Talk to your counselor about filling your junior-year class schedule with coursework in English, foreign language, social studies, science, and mathematics. It is recommended that students take as many mathematics courses as possible.
- {2} Colleges are looking for well-rounded students in the arts, business, drama, and speech.
- {3} Find out when potential universities are visiting your school or when your school is going on visits to potential colleges.
- {4} It is best to visit campuses when classes are in session, not spring break, Christmas, etc.
- {5} Take a course that prepares you for the SAT or ACT.
- {6} At the beginning of your junior year, take the PSAT exam to practice for the SAT.
- {7} Take the SAT or ACT in the spring of your junior year. If you feel the score does not reflect your ability, retake the exam during your senior year.
- {8} Start applying for any scholarships for which you are qualified.
- {9} If you know your intended field of study in college, schedule your senior year with an emphasis in that area.
- {10} Plan to visit as many colleges during the summer as possible.

Steps for Seniors

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



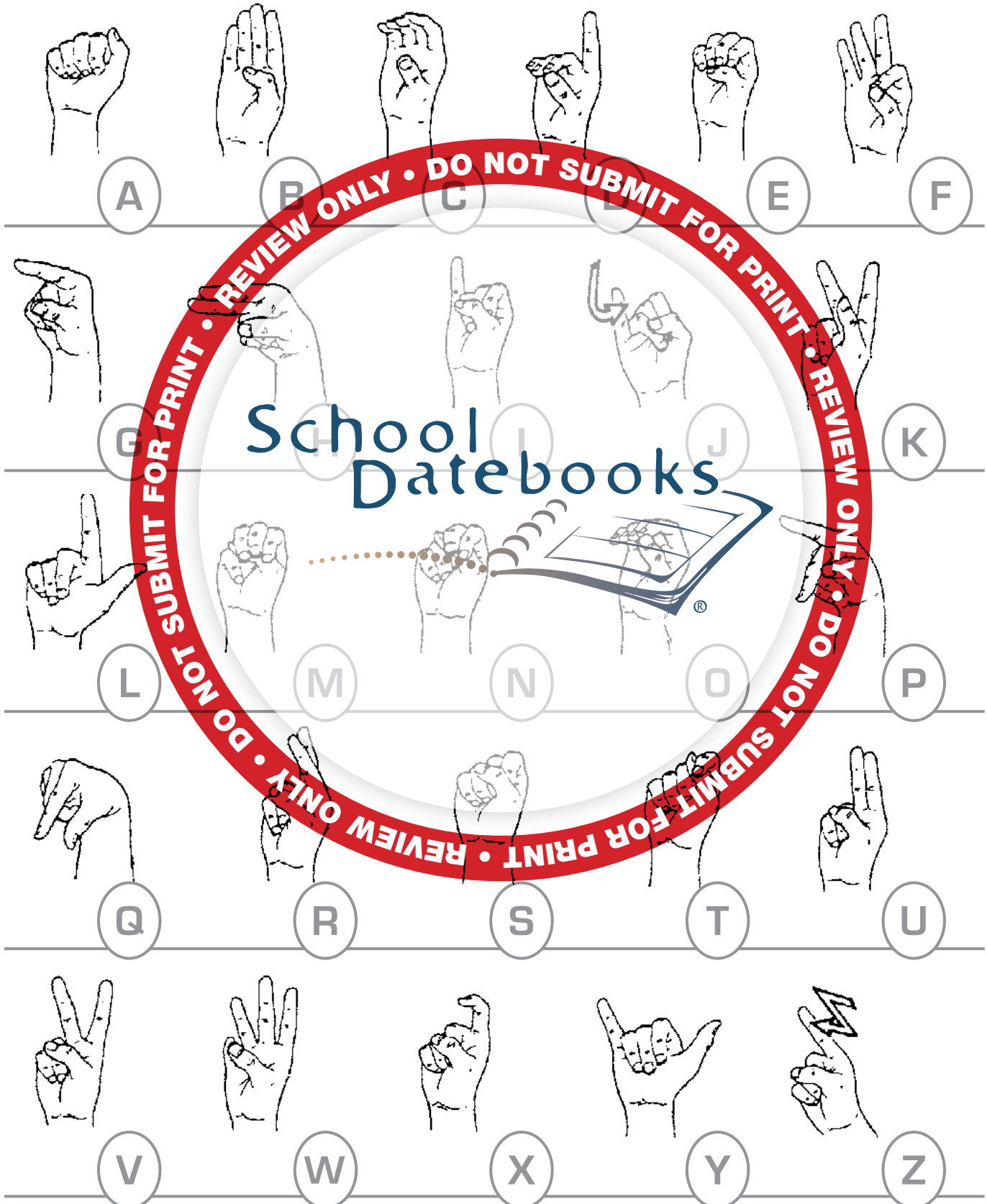
School
Datebooks





SUCCESS SKILLS *manual alphabet*

AMERICAN SIGN LANGUAGE





SUCCESS SKILLS *leadership — tap your leadership experience*

LESSONS IN LEADERSHIP

Tap Your Leadership Experience

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

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

- ▶ Helped friends agree on a movie:

- ▶ Got everyone to agree on a pizza topping:

- ▶ Got a study team to decide on a project:

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

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

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

SOME GOALS

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

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

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

— Elizabeth Dole



SUCCESS SKILLS *leadership — diversity*

LESSONS IN

LEADERSHIP

Diversity

Involve All People

Look around the world. The U.S. Your community. Your school. You'll see people of many backgrounds, cultures, ethnicities, and abilities. Now take a look at your friends, teams, and organizations. Do they represent the world at large? Or are the people in your group all the same gender, ethnicity, or socioeconomic class?



School Datebooks

Reach Out!

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

SOME WAYS:

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

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

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



SUCCESS SKILLS *leadership — make a commitment*

LESSONS IN LEADERSHIP

Make a Commitment

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

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

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

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

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

School Datebooks



Everyone Benefits

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

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

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

— Doug Floyd

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

— Jimmy Carter



SUCCESS SKILLS *leadership — empower, inspire*

LESSONS IN

LEADERSHIP

Empower, Inspire

Lead Rather Than Dictate

“Do this.” “Do that.” Who needs it? Not those you’re trying to lead!

Leadership isn’t bossiness.

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

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

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

How to Empower Others

GOOD LEADERS KNOW:

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

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

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

How to Inspire Members

Leaders who can get others to be involved know:

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

“TELL ME AND I WILL FORGET. SHOW ME AND I MAY REMEMBER. INVOLVE ME AND I WILL REMEMBER.”

— Chinese Proverb

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

— Dietrich Bonhoeffer



SUCCESS SKILLS *leadership — follow through*

LESSONS IN

LEADERSHIP

Follow Through

Swing Through for Success

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

► TRACK THE DETAILS

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

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

School Datebooks

Head for ‘Someday Isle’ Today

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

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

Like good sports swings, follow through has its rewards.

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

“BE TRUE TO YOUR WORK, YOUR WORD, AND YOUR FRIEND.”

— Henry David Thoreau

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

— Rosalynn Carter



SUCCESS SKILLS *leadership — organization*

LESSONS IN

LEADERSHIP

Organization

Get Organized for Success

Ever sit in a meeting while the leader stands off to the side, fumbling around trying to find something? Ever spent time waiting in traffic while the driver fumbles for the keys? Or wasted time yourself looking for a notebook or packet you saw somewhere just yesterday?

“OUT OF CLUTTER,
FIND SIMPLICITY.”

— Albert Einstein

► KEEP A CALENDAR

Organizations sure can make life simpler – putting stuff where you can find it quickly, keeping a calendar, tracking your assignments

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

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

School Datebooks

Ask
Others How
They Do It

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

► A PLACE FOR EVERYTHING

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

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

“ORGANIZING IS WHAT YOU DO BEFORE YOU DO SOMETHING; SO THAT WHEN YOU DO IT, IT IS NOT ALL MIXED UP.”

— A.A. Milne



SUCCESS SKILLS *leadership — leadership qualities*

LESSONS IN

LEADERSHIP

Leadership Qualities

Load Up on What Leaders Need

Heard the phrase, “born leader?” Don’t believe it. Good leaders learn and then practice their skills, just like any other skill.

True, there’s a boatload of skills that go into spelling “leadership.”

They include:

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

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

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

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

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

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

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

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

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

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

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School
Datebooks





SUCCESS SKILLS *leadership — how do you rate as a leader?*

LESSONS IN LEADERSHIP

How Do You Rate?

Becoming a good leader is a process.

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

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

Follow the Leader

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

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



SUCCESS SKILLS *leadership — a good leader shares credit*

LESSONS IN

LEADERSHIP

A Good Leader Shares Credit

Who 'Dun It'?

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

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

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

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

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

Save any mystery for a good book or movie.

➔ People I Know Who Share the Credit

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

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

— Indira Gandhi



SUCCESS SKILLS *leadership — teamwork*

LESSONS IN

LEADERSHIP

Teamwork

Collaborate to Win

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

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

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

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

School Datebooks

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

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

It's All About Everyone

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

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

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





SUCCESS SKILLS *leadership — finding places to lead*

LESSONS IN LEADERSHIP

Finding Places to Lead

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

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

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

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

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

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

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

— Joyce Carol Oates

→ Your Group's Possible Partners

► List your activities and clubs:

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

► Which community groups might join you in a project?

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



CHARACTER *defining character*

C H A R A C T E R ☐ ☐

What's **CHARACTER** all about?

"Character is power." ~ BOOKER T. WASHINGTON

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

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

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

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

School Datebooks

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

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

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

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

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

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

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

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

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



CHARACTER *people of character*

C H A R A C T E R

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

~ PRESIDENT DWIGHT D. EISENHOWER

Good character comes from always doing the right thing even when it's costly or risky.

Character is like a tree and reputation like its shadow.

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

~ PRESIDENT ABRAHAM LINCOLN

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of education."

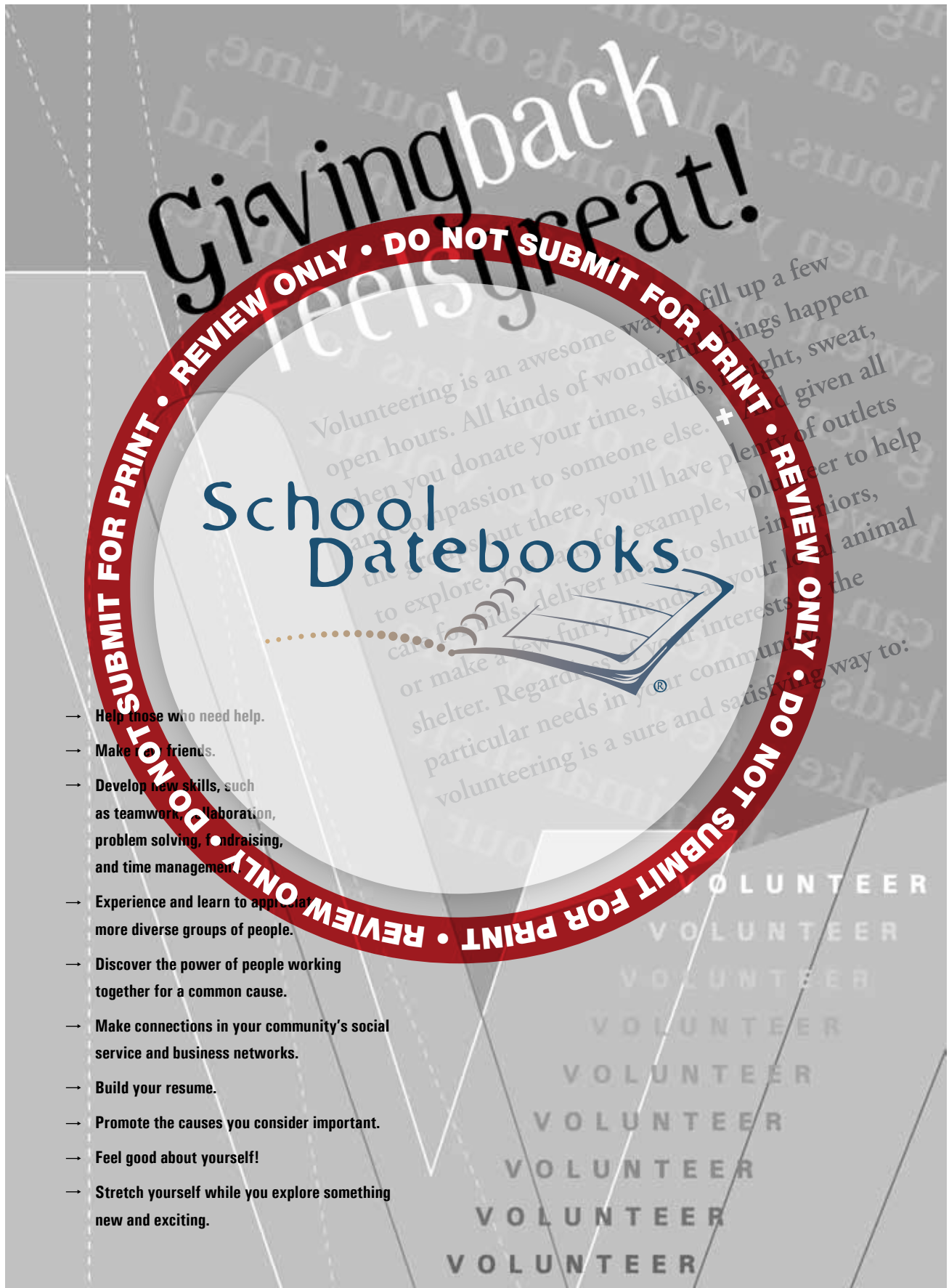
~ MARTIN LUTHER KING, JR.

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

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

~ MICHELLE OBAMA

C H A R A C T E R





CHARACTER *anti-bullying*

Banish Bullies

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

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

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

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

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

Don't be a bully. If you feel angry and out of control, stop, breathe deeply, and relax. Don't take it out on someone else.

Work with student leaders and school officials to create safe, anonymous ways to report threats, drug use, weapons possession, etc. Remember, there's a fundamental difference between being a snitch and courageously taking action against aggressive and potentially dangerous behavior.

Let 'em know. Bullies pick on people they think are different. Let your friends and fellow students know you won't stand by while someone is teased or taunted for being a different size, sex, race, or religion.

It's not just
BIG
vs.
small

Bullying involves intentional, repeated hurtful acts, words, or behavior.

Bullies think they're stronger and better than others, and they use bullying to intimidate them.

Bullying can be:

Physical

Punching, poking, hair-pulling, teasing, eating, biting.

Verbal

Name-calling, teasing, gossip.

Emotional

Rejecting, humiliating, ostracizing, berating personal characteristics such as perceived sexual orientation.

Sexual

Harassment and actual abuse.

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

Be
SMART
Stay
SAFE

To reduce your chances of physical harm:

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

Walk away. If you see a bully or someone who looks suspicious, take another route.

Exude confidence. You're less likely to be targeted by attackers if you appear poised and unafraid.

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

Keep your eyes open. When you're out in public, stay aware of the people around you. Also, key in on what they are doing and why that makes you feel uncomfortable.

Be in the know. The better you size up a person and a situation, the safer you'll be.

Sources: USA Today, Centers for Disease Control



CHARACTER *bullying: it's not ok*

STOP BULLYING

Bullying is a form of abuse.

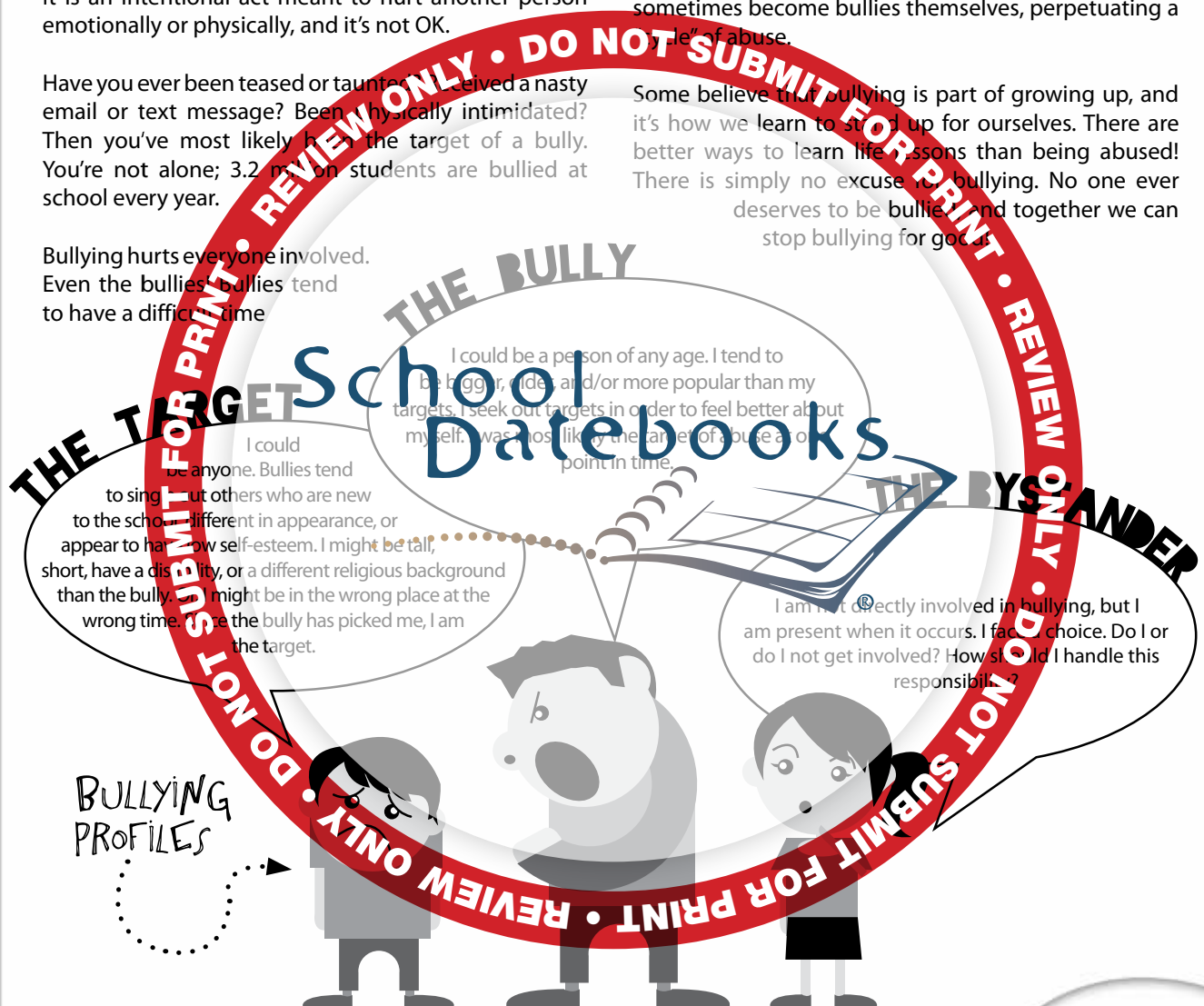
It is an intentional act meant to hurt another person emotionally or physically, and it's not OK.

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

Bullying hurts everyone involved. Even the bullies, bullies tend to have a difficult time

finishing school, and some even spend time in jail later in life. Teens who are bullied by older classmates sometimes become bullies themselves, perpetuating a cycle of abuse.

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



BULLYING
PROFILES

BULLYING VOCABULARY

- Cruelty:** The act of harming another, who has no means of defense, for pleasure.
- Goad:** To continuously torment another in order to get a reaction.
- Target:** A person whom a bully often seeks out as a victim.
- Teasing:** Tormenting another in an often clever but cruel way.
- Manipulation:** The act of dishonestly influencing others for personal advantage.
- Fear:** The emotion that holds bystanders away from helping a victim.
- Bully:** An individual who regularly menaces others for personal gain.

TEASING

RUMORS

Gossip



CHARACTER *bullying means more than you think*

STOP BULLYING

TEASE VS. TAUNT

Is it a Tease or a Taunt when...

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

(Circle One)

Have I ever...

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

TYPES OF BULLYING

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

VERBAL BULLYING: Teasing, name-calling, spreading rumors, insulting, mean jokes, threats, or other verbal attacks that make us feel hurt or threatened. The old adage, "Sticks and stones may break my bones, but words will never hurt me" is not true. Verbal torments can lead to depression, in some cases. If you wouldn't want someone to say something to you, then don't say it to them.

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

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

Do I BULLY?
Sometimes a bully can't recognize that they are being a bully.

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



BULLYING VOCABULARY

Jealousy: A feeling of resentment towards someone because of that person's success or advantages. Bullies often bully other people because they are jealous of them.

Victim: A person who has been bullied.

Ashamed: The feeling we get when we wish we had done something differently.

Indirect Bullying: The spreading of rumors, gossip, or anonymous actions that are meant to hurt another person.

Cyberbullying: Using the internet or electronic devices to bully – text messages, unpleasant emails, Twitter and Facebook postings, etc. to damage someone's reputation.

Anger: An emotion we feel when bullied. Also an emotion that leads to bullying.

JUSTIN TIMBERLAKE..

comes out on top!

When he was a teenager, Justin had terrible acne and was picked on for trying to become a singer. Now, he is an international pop star. Justin says: "When you're a kid I think you try so hard to fit in and when you get older you realize that fitting in isn't really the thing that's more interesting ... I would not be here if I would have listened to the kids who told me I was a terrible singer and I was a sissy ... Be different."



CHARACTER *i'm being bullied*

STOP BULLYING

What should I do?

TAKE A STAND!

Bullies often target those who they believe are not going to stand up for themselves. Be assertive and confident when you are bullied.

If you are confronted by a bully ...

Don't:

- ✗ Engage the bully with similar behavior. If they taunt you, don't taunt back. If they shove you, don't shove back. It's exactly what they want.
- ✗ Show you're upset. Try to control your emotions and keep cool.
- ✗ Keep it a secret.

Do:

- ✚ Proudly walk away and ignore the bully. Don't show you are affected.
- ✚ Confidently tell the bully you don't like what they are doing and tell them to stop. Remember, you deserve respect and the bully is being disrespectful.
- ✚ Ask your friends for help and to accompany you in places the bully might confront you.
- ✚ Ask an adult you can trust for help. Even if you think you have solved the problem, let an adult know. The bully may move on to someone else.

DON'T STAND BY

If you are bullying occur ...

It may seem obvious to not contribute to bullying. But, it can sometimes be difficult. Can you think of a time when it might be difficult? **Discuss.**

When should you speak up and when shouldn't you? Can you think of a situation where speaking up would be a bad idea? A good idea? And, what should you say? **Discuss and practice/roleplay.**

If you are going to get help, where should you get help from? **Together, come up with several bullying scenarios. For each scenario, come up with a plan to get help.**



Get help

Don't contribute

Speak up, if it's safe

School Datebooks

REFLECT:

Describe a time you or another person were bullied:

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

BULLYING VOCABULARY

Judgment: Bullies will sometimes judge another on their appearance or dress.

Silence: Not speaking out; what allows bullying to continue.

Tormenting: Intentionally causing excessive pain or worrying.

Name-Calling: Verbal bullying that involves "put-downs," insults, racial slurs, and other unpleasant names.

Malicious: Intentionally being vicious, causing suffering and harm to others, e.g., "That was a malicious thing to say."

Worry: The emotion we feel when we think we might be bullied again.

Bystander: A classmate or adult who witnesses bullying taking place.

REMEMBER:

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

Use the Bullying vocab to complete the puzzle.



-



CHARACTER *traits of good character*

RESPECT

Everyday Occurrences

Early on we learn when to say "please" and "thank you," and how to address adults as "Mr. and Mrs. Smith."

But showing respect isn't always clear-cut. What kinds of words and actions show respect when:

- Some of your classmates are teasing the new kid at school and giving him a hard time?
- You disagree with the grade you received on a book report?
- You attend your younger sibling's school talent show?
- A friend invites you over for dinner for the first time?
- A classmate you don't know very well calls you names in the cafeteria?

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

Me First

You've probably heard the saying that you have to be a friend to yourself before anyone else will be a friend to you. It's true!

Name some of the reasons why you deserve to be treated with respect:

I excel at _____

I'm a good _____

I'm proud of my ability to _____

I can teach others how to _____

My favorite thing about me is _____

Next time you're feeling down, turn to this page to be reminded of why it's great to be you!

How Respectful Am I?

Answer these statements to find out.

I treat other people the way I want to be treated. T F

I respect people who are different than me. T F

I obey school rules and community laws. T F

I don't litter and leave nature sites as I found them. T F

I solve disagreements without violence. T F

I allow others their chance to speak. T F

I am a respectful person because: _____





CHARACTER *traits of good character*

RESPONSIBILITY

You Can Count on Me

When you are responsible, others can rely on you to do your part – whether it's participating in a class discussion, watching your younger siblings after school, or completing your paper on time.

- Can you take care of yourself?
- Do you take care of others?
- Do you do the right thing without being asked?

If you answered "yes" to all three questions, you've shown that you are responsible.

School Datebooks

Responsible Role Models

Everywhere you look, you can see models of responsibility.

There are teachers who educate you, police officers who protect you, and parents who provide for you. List the people in your life who have responsibility.

Test Your Level of Responsibility

When you make a mistake, do you

- Blame someone else
- Admit your mistake and correct it?

When you get up in the morning, do you

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

On group assignments, do you

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

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



CHARACTER *traits of good character*

INTEGRITY

Character in Action

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

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

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

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

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

Looking for Inspiration

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

- Who do you know with integrity?

1. _____

2. _____

3. _____

4. _____

5. _____

School Datebooks



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

— ALAN K. SIMPSON

If you have integrity you are:

Truthful
Honest
Virtuous
Conscientious

If you don't have integrity, you:

Lie
Cheat
Steal
Take advantage
Pass blame





CHARACTER *traits of good character*

COURAGE

Courage is ...

- Standing up for the things you think are right.
- Going into unfamiliar circumstances with confidence.
- Taking on new challenges.

Where Do I Stand?

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

Y N

Would I help a friend who's being bullied?

Y N

Would I tell my teacher if I saw someone cheating?

Y N

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

Y N

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

Y N

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

— WINSTON CHURCHILL

School Datebooks

Can You Spot Courage? Circle the words that are compatible with courage.

Heroism Panic Meekness

Fearlessness Timidity Bravery

Character Boldness Confidence

Fear Gallantry Gumption

Fortitude Cowardice Trepidation

Daring Shyness Valor

Resolution



CHARACTER *traits of good character*

DETERMINATION

Make a plan. Make it happen!

Whether it's raising your grade or making the team, you have to work hard and have determination to reach your goal.

My goal: _____

What I will do: _____

How I can motivate myself: _____

How I will reward myself: _____

Date I reached my goal: _____

Traits in Common

• How are determination and perseverance alike? _____

• How does motivation affect determination? _____

• How is determination affected by optimism? _____

School Datebooks

Learn from Lincoln

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

— ABRAHAM LINCOLN

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

Lincoln was defeated when he ran for the Illinois House of Representatives in 1832. But he was victorious in the House race in 1834, and was then re-elected for three consecutive terms.

He was defeated when he ran for the U.S. House of Representatives in 1843, then ran successfully for a House seat in 1846.

He was defeated for the Senate in 1855.

He was defeated for Vice President in 1856.

He was defeated for the Senate again in 1858.

Finally, in 1860, Lincoln was elected President of the United States.

• Who else do you know who has shown determination?





CHARACTER *traits of good character*

AMBITION

In My Life

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

What am I doing today to get there?

School Datebooks

What's the Word?

P E A S P I R A T I O N
R G B H D H F L E O R O
E O W X R A Y R A W G Y
P A M B I T I O N R A V
A L I L V S T X J P N X
R S X K E R K G A I M
E E N D G L N M L C Z P
D R E A M S B P A V E M

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

| | |
|------------|----------|
| Ambition | Goals |
| Desire | Dreams |
| Plan | Drive |
| Aspiration | Organize |
| Aim | Prepared |

You Decide

The ambitious person will:

- a. Work hard to achieve a goal
- b. Wait for something to happen
- a. Plan for the future, then work according to that plan
- b. Play it by ear, acting on every whim
- a. Set goals and make plans to reach them
- b. Have ideas about things and hope they all work out



CHARACTER *traits of good character*

CITIZENSHIP

Citizenship = Participation

Citizenship is having pride in your school, in your city, community, and country. But it's more than having pride. Citizenship is also doing all you can to help keep your school, city, community, and country something to be proud of.

Unscramble the words to figure out things you can do to be a good citizen.

- _____ in elections.
OTVE
- Pick up _____ at a local park.
SAHTR
- _____ cans, glass, and plastic bottles.
CEELCRY
- Obey all _____ of the country.
WASL
- Participate in _____.
OFDO RSIVDE
- Attend a city _____ meeting.
ULICCON
- Respect _____.
HUIYTATOR
- Raise money for _____.
THICARY
- _____ for a community service.
LOUNREVTE

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

— MARGARET MEAD

School Datebooks

Showing Your Pride

Being a good citizen means celebrating what's great about your country, but also making strides to make it even better.

What I like most about my country is:

If I could change one thing about my country, I would:



CHARACTER *traits of good character*

CARING

Choosing to Care

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

What are some professions that require caring people?

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

School Datebooks

Caring in Action®

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

— ANTHONY J. D'ANGELO

What does it mean to care for the environment?

How do you care for yourself?

Could You Be More Caring?

Match the verbs with the correct sentences to figure out how you could be more caring by

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

• How else could I be more caring? _____

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

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



CHARACTER *traits of good character*

TRUSTWORTHINESS

Traits in Common

How are friendship and loyalty related to trust? _____

The Truth About Trust

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

Whom do you trust? _____

Can others trust you? Why or why not? _____

Why is it important to trust one another? _____

When might you need to betray a friend's trust? _____

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

— FRANK A. FINE

School Datebooks

In Practice

For each example of nontrustworthy behavior, come up with a trustworthy solution.

You lie to your parents. _____

You fail to return your library books. _____

You break a promise to a friend. _____

You're caught gossiping behind someone's back. _____

You let a friend copy your homework. _____

Someone else is blamed for your mistake. _____



CHARACTER *traits of good character*

FAIRNESS

Are You Fair?

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

Do you follow the rules?

Do you listen to both sides of the story if your friends are arguing?

Are you careful not to judge people before you get to know them?

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

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

— ELEANOR ROOSEVELT

School Datebooks



Making an Effort

Sometimes it can be difficult to be fair. Think about how you can concentrate on fairness ...

at school _____

at home _____

in sports _____

You Make the Call

Read the following scenarios and determine whether the situations are fair or unfair.

Everyone goes once before anyone goes again. That is _____.

You hog the computer – not allowing your sister to play. That is _____.

You see your classmate cheating on a test. That is _____.

You give something to one of your friends, but not to another. That is _____.

You and your friends don't let anyone else sit at your table. That is _____.

You clean up the mess you made. That is _____.



CHARACTER *traits of good character*

HONESTY

Honest or Dishonest?

Think about these situations and decide what you think is honesty or dishonesty:

Turning in a paper from an internet source that you created by changing some words, paragraph order, and a couple of examples.

Telling your aunt you like the poster she gave you for your birthday even though you no longer like the band.

Telling your parents you're an hour late because your friend had car trouble when the problem was needing to stop for gas which only took a few minutes.

Letting the umpire call you safe when you know the shortstop tagged you.

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

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

Is honesty always best?

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

Background Info

What it means to be honest:

Training Scenario

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

Mission Accomplished

I was honest this week when:

"Truth burns up error."

— SOJOURNER TRUTH

Nagging Feelings

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

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



CHARACTER *traits of good character*

PERSISTENCE

Winners Despite Rejections

If you're brainy enough to write a book – and persevere through that long process – surely you can count on getting it published, can't you? Not necessarily. It's after the writing is done that you need perseverance the most, many authors who've faced rejection letters will tell you.

Dr. Seuss Persevered

If Dr. Seuss quit after his first or even his 10th rejection, you'd never have read *Green Eggs and Ham* or *Go Dog Go*. His first book, *To Think That I Saw It on Mulberry Street*, was rejected more than two dozen times. He went on to write nearly 50 children's books, many loved by adults, too.

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

So Did Emily Dickinson

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

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

They Kept At It

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

- Charles Schulz
- Elizabeth Cady Stanton
- Shirley Chisholm
- Lewis and Clark

School Datebooks

Who Do You Know Who Never Gives Up?

People who persevere are all around you. Who's your favorite:

- In sports?
- In the music world?
- In the movie industry?
- In your family?
- At school?
- In your neighborhood?

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

— JOHN H. JOHNSON





CATHOLIC EDUCATION *Advent*

A SEASON OF HOPE



The first Sunday of Advent is New Year's Day in the Catholic Church, when we begin a new cycle of the liturgical year. The Advent season begins four Sundays before Christmas.

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

Joy is abundant during Advent as we anticipate Christmas. To prepare, we focus on readying ourselves for this wonderful gift.

A NEW BEGINNING – It's a time for contemplation and renewal, a time to anticipate a new beginning. A time of hope.

"It is the beautiful task of Advent to awaken in all of us memories of goodness and thus to open doors of hope."

— Pope Benedict XVI

School Datebooks

YOUR ADVENT TRADITIONS

What advent traditions do your family follow?

What might you add this year?

- ☐ Lighting an Advent wreath
- ☐ Contemplating a special reading or Sunday dinner
- ☐ Bringing hope to others through a helping hand
- ☐ Inviting relatives to join you for a meal during this season
- ☐ Others:





THE ADVENT WREATH

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

EVERGREEN FOR ETERNITY

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



REPRESENTING EXPECTATION, HOPE, JOY, PURITY

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

School
Datebooks

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

— Sacred Heart League

YOUR PERSONAL PREPARATION

What hopes do you have during this time?

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



CATHOLIC EDUCATION *All Saints' Day & All Souls' Day*

SAINTS INSPIRE US

Stories of effort, struggle, leadership, compassion, and good works mark the lives of those who have been ordained Catholic saints. Their stories provide great examples for our own lives.

St. Martin de Porres, for example, was a Dominican friar known for his love of animals. He even operated a pet hospital from his sister's home.

St. Angela saw a need – education for girls – and she set about providing learning opportunities for girls and women.

St. Ambrose was an attorney known for his peace-making skills.

St. Catharine of Bologna's skills were in writing and illustration. As a member of the Poor Clares order, she illustrated manuscripts and wrote a book herself.

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

ALL SAINTS' DAY – Each November 1 the Catholic Church celebrates All Saints' Day. This year, learn more about your namesake, a family member's, or a friend's. You're sure to discover an amazing tale and inspiration for your own life.



"The saints have always been the source and origin of renewal in the most difficult moments in the Church's history."

– Pope John Paul II

W **LEARN FROM THEM** – What better model for your life than one of the saints? Besides lessons for living, their stories will energize you, too.

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

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

~ Katherine Drexel, who founded the Sisters of the Blessed Sacrament and invested her inheritance in missionary work

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

~ Elizabeth Ann Seton, the first American-born saint



SEVEN SPECIAL GIFTS

The Holy Spirit bestows seven gifts at your Confirmation.
They are found at Isaiah 11:2, in this verse:

*“The spirit of the Lord shall rest upon him: a spirit of wisdom
and of understanding, a spirit of counsel and of strength,
a spirit of knowledge and of fear of the Lord ...”*

Today, these gifts are generally referred to as:

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

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

THE HOLY SPIRIT IN YOUR LIFE –

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

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

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

School Datebooks

A TREE BEARING MANY FRUITS –

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

- Charity
- Chastity
- Faithfulness
- Generosity
- Gentleness
- Goodness
- Joy
- Kindness
- Modesty
- Patience
- Peace
- Self-control



CATHOLIC EDUCATION *Lent*

A TIME TO ACT

During Lent, we focus on the ultimate sacrifice, Jesus dying on the cross to redeem us from our sins.

LIVE MODESTLY – Lent, then, is a time for reflection and self-denial, a time for mourning and repentance. A time when we indulge less and live more modestly.

It can also be a time for action, especially when it comes to doing good works, a time for working hard in anticipation of the redemption to come.

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

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

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

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

“And now abideth faith, hope, love remain, these three; but the greatest of these is love.”

– 1 Corinthians 13:13

WHAT ACTIONS WILL YOU TAKE? What are your Lenten goals? What will you do at home or in the community to help others?

WORD ORIGIN

While there seems to be some uncertainty about the precise origin of the word, “Lent,” it was perhaps derived from the Germanic root word for spring, “lencten.” And most agree that its meaning is “spring,” “new life” and “hope,” which we, of course, receive at Lent’s end.



CATHOLIC EDUCATION *Lent*



Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

THE SEASON

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

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

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

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

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

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

— St. Thomas of Villanova

School Datebooks

WHAT NEW LENTEN ACTIVITIES MIGHT YOU CONSIDER ADDING?



CATHOLIC EDUCATION *liturgical year, colors*

CALENDAR MARKS SEASONS

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

TRADITIONS CONNECT US – Beyond turning calendar pages, tracking time helps Catholics learn more about our history, chronologically revisit events, celebrate specific holidays, and bring reverent meaning to our daily lives.

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

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

The seasons of the Catholic Church are:

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



YOUR FAVORITE SEASON –

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

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

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





CATHOLIC EDUCATION *liturgical year, colors*



COLORS BEAR MEANING

Liturgical colors are also used to mark certain seasons or church holidays. Each color symbolizes specific meanings, giving an added dimension to our services.

VIOLET: MELANCHOLY

Violet is worn during more somber times, such as Advent, Lent, and Good Friday. The color is a symbol for melancholy, penance, and humility.

ROSE: JOY

On the third Sunday of Advent and the fourth Sunday of Lent, rose replaces violet as a symbol of the coming joy.

RED: PASSION

Palm Sunday, Pentecost, martyrs' feasts, and feasts of Christ's passion are the times when red is used. It represents blood, fire, and martyrdom.

WHITE: GLORY

White is the liturgical color for Christmas, Easter, certain feast days, and weddings. It signifies joy, purity, light, innocence, triumph, and glory.

GREEN: HOPE

Green is the color chosen following the Epiphany and Pentecost. It represents hope and life eternal.

BLACK: SORROW

The color black is chosen for All Souls' Day and funeral Masses, as we mourn the loss of those preceded us.

YOUR THOUGHTS?

How do you feel about the meanings behind each of the colors?

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



CATHOLIC EDUCATION *our blessed mother*

MARY'S SIGNIFICANCE, AS MOTHER OF GOD

The older we get, the more interested we become in our mother's life. In our teens, as we experience some things for the first time, we realize that our mother did these before us. We begin a new level of conversation with her, and that grows in the coming years.

This same interest is true for Catholics, too, and our relationship with Mary, the mother of Jesus and our beloved maternal figure. You may be beginning to develop an understanding of what Mary offers you. And as you do with your own mother, you'll likely develop a deeper connection in years to come.

So endeared is Mary that she's been bestowed with many names – the Blessed Virgin, Our Lady of Guadalupe, the Madonna, the Virgin Mary, the Queen of Heaven, and Our Lady of Mercy, among many others.

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

— Pope Benedict XVI



HER GIFTS TO US – As a truly holy woman and a mother, Mary's life offers us the opportunity to model her behavior, to strive to be the patient, loving, caring person she was.

Some of her gifts to us include:

- ~ Lessons in accepting life's challenges
- ~ Faith that good will come to us
- ~ Solace when we need comfort

What gifts have you accepted from Mary?





CATHOLIC EDUCATION *our blessed mother*



FEASTS CELEBRATING MARY

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

EVENTS IN HER LIFE:

December 8 ■ Immaculate Conception

September 8 ■ Mary's Birth

March 25 ■ The Annunciation

May 31 ■ The Visitation

August 15 ■ The Assumption

FEAST DAYS:

December 12 ■ Our Lady of Guadalupe

February 11 ■ Our Lady of Lourdes

July 16 ■ Our Lady of Mount Carmel

September 15 ■ Our Lady of Sorrows

August 22 ■ Queenship of Mary

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

WHAT DOES MARY MEAN TO YOU?

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

"Be apostles of Divine Mercy under the maternal and loving guidance of Mary."

— Pope John Paul II

School
Datebooks





CATHOLIC EDUCATION *the rosary*

CONTEMPLATIVE PRAYER

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

This structured prayer includes the Apostle's Creed, Hail Mary, Glory Be, and Our Father, as well as contemplation of one of four sets of mysteries of the rosary, which chronicle events from the New Testament.

TIME FOR MEDITATION, FOCUS – For those saying the rosary, the repetitive prayer offers an opportunity for meditation, focus, and devotion, whether prayed alone, with classmates or your family, at a funeral, or a celebration.

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

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

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

“Give me an army saying the rosary, and I will conquer the world.”

– Pope Pius

“The rosary should always be seen and experienced as a path of contemplation.”

– Pope John Paul II

YOU AND THE ROSARY

How do you feel after praying the rosary?

What does praying the rosary give you?





CATHOLIC EDUCATION *the rosary*



Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

THE ROSARY'S ORIGINS

Catholic scholars believe that praying the rosary likely began during the High Middle Ages, the 11th to the 15th centuries, when few people were able to read. Repeating the Our Father 150 times, which they had learned through oral tradition, provided a framework for contemplative prayer. The prayers were counted off on a ring of beads called a corona.

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

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

NEWEST: LUMINOUS MYSTERIES – In 2002, Pope John Paul II introduced the Luminous Mysteries, the mysteries of light, to the church's traditional Glorious, Joyful, and Sorrowful Mysteries for contemplation while praying the rosary.

The Luminous Mysteries are:

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

EARLIEST MYSTERIES

Joyful

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

Sorrowful

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

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

"I thought that I had no time for faith nor time to pray, then I saw an armless man saying his rosary with his feet."

— Unknown

129

GRADE TRACKING

| Projects / Assignments / Tests → | | Description: | |
|----------------------------------|--|----------------|--|
| ← Students | | Average/Totals | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
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| 45 | | | |



LESSON PLAN LOGS

| | | | | | | | | | | | |
|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| Subject: | Date: | Subject: | Date: | Subject: | Date: | | | | | | |
| | | | | | | | | | | | |
| | | | | | | Subject: | Date: | Subject: | Date: | Subject: | Date: |
| | | | | | | | | | | | |
| | | | | | | Subject: | Date: | Subject: | Date: | Subject: | Date: |
| | | | | | | | | | | | |
| Subject: | Date: | Subject: | Date: | Subject: | Date: | | | | | | |
| | | | | | | | | | | | |
| Subject: | Date: | Subject: | Date: | Subject: | Date: | | | | | | |
| | | | | | | | | | | | |



SEATING CHARTS

Seating Chart for Class _____ Day / Time _____

Seating Chart for Class _____ Day / Time _____

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

SUBSTITUTE INFORMATION

Daily Schedule

School Begins _____

AM Break _____

Lunch _____

School Resumes _____

PM Break _____

Dismissal _____

Routine Procedures

Attendance _____

Discipline _____

Get Help From

Students _____

Teacher(s) _____

Secretary _____

Administrator(s) _____

Nurse _____

Custodian(s) _____

FOR PRINT • REVIEW

Sc

Dismissal

Audio-Visual Equipment

Notes



Special Procedures

Fire Drills



Emergency



Health/Medical Information

PRINT • PDF

Nurses Schedule _____

Other Information



STEM What is STEM?



STEM is an acronym that stands for **science, technology, engineering, and math**. Rather than teaching each of these subjects on its own, STEM education takes a more inclusive approach, integrating all four areas into lessons and experiments. It teaches students how to solve tough problems, gather evidence and data, and understand new information.

Many Americans want to see more STEM in the classroom. In 2015, then-President Barack Obama said, “[Science] is more than a school subject, or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore it, engage with the world, and then have the capacity to change that world.”



School Datebooks

In 2014, **only 10 percent** of students were interested in a STEM career, according to the U.S. Department of Education.

Among STEM jobs, occupations in technology, such as **computing and software development**, are in the highest demand.

STEM “hard skills” also need “heart, soul, belief, and value,” says Jack Ma, founder of Alibaba. That underscores how STEM occupations focus on **humanity and improving lives**.

And Now STEAM

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





STEM Engineering Design Process



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

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

School Datebooks



ASK
Define the problem and constraints.

Practice: What is the problem? What might stop you from coming up with the best solution?



IMAGINE
Brainstorm – how can you solve this problem?

Practice: Draw down all your possible ideas for how to use the cards and tape to build the house. Sketches are OK!



IMPROVE
Find a way to make your plan even better.

Practice: Test it by either blowing air on the card house or putting a fan up to it. How will change it in the future to help it stand longer?



PLAN
Pick your best idea & plan your solution.

Practice: Use a detailed drawing to show your plan.



CREATE
Build a model of your solution.

Practice: Build your card house!





STEM Teamwork



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

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

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

Practice delivering your input in question form. Instead of saying, "The model is too large and won't work," try, "What if we made it smaller to fit the requirements better?"

School Datebooks



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

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





STEM Leaders in History



FLORENCE NIGHTINGALE (1820-1910) was a nurse who greatly improved health care conditions in the 19th century. During the Crimean War, she and her team made conditions more sanitary at a British base hospital, reducing the hospital's death rate by over 66 percent.



SHERYL SANDBERG (1969-) was the Chief Operating Officer (COO) of Facebook. She gave a TED Talk in 2011 titled, "Why we have too few women leaders," and she has written a book titled, "Lean In" about female leadership in business.

School Datebooks



THOMAS DAVID PETITE (1956-) is an inventor. He and four others designed the technology for the wireless ad hoc network, also known as the Internet of Things wireless mesh. He also founded the nonprofit organization, the Native American Intellectual Property Enterprise Council, to help other Native American inventors.



MARIO MOLINA (1943-) won the Nobel Prize in chemistry in 1995 for discovering that the earth's ozone layer was being damaged by the use of Freon, a type of refrigerant used in air conditioners and other products. Holes in the ozone were threatening the environment, and his work led to alternative cooling methods.



YNES MEXIA (1879-1938) was a botanist who discovered two new plant genera and 500 new plant species. She greatly expanded the world's knowledge of plant life.



STEM Leaders in History (pg. 2)



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



DEWITT D. DEWITT (1871-1948) and **WILBUR WRIGHT (1867-1912)** invented and built the first successful airplane in 1903. They observed how birds angled their wings to fly, and they copied this in the plane wings' design.

School Datebooks

ROSALIND FRANKLIN (1920-1958) learned crystallography and X-ray diffraction at Cambridge University. She used this when analyzing DNA fibers, and one of her photographs provided necessary evidence for identifying DNA's structure.



JOHN DEERE (1804-1886), a blacksmith, decided that the wood and cast-iron plow farmers used was not suited for prairie soil, so he crafted a new steel design. He founded Deere & Company, where he developed other agriculture tools.



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





STEM Interesting Inventions



Wheel (3500 B.C.E.)

- Invented by our ancestors
- Today's adaptations: used on trains, automobiles, bicycles, skateboards



Telephone (1876)

- Invented by Alexander Graham Bell
- Today's adaptations: landlines, cell phones, fax machines

Light Bulb (1879)

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

School Datebooks

Refrigerators (1934)

- Before Florence Parpart created the electric model, people used blocks of ice in wooden boxes to keep food cold
- Today's adaptations: content tracking and beepers alerting you the door has been open too long



COBOL Computer Programming (1959)

Work by Grace Hopper on the early Mark I computer led to this high level code

- Today's adaptations: updated COBOL and creation of countless other languages

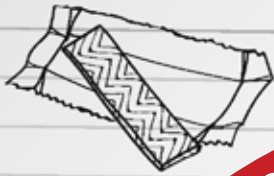


Internet (1960s)

- Developed over time — first used by the government during the Cold War
- Today's adaptations: search, education, online shopping and advertising



STEM Inventions at a Young Age



Bubble Gum (1860s)

While chewing Mexican chicle, teenager Horatio Adams thought about blowing a bubble with it.



Popsicle (1905)

Eleven-year-old Frank Epperson found his cup of powdered soda, water, and stir stick frozen after leaving it outside.



Trampoline (1930)

Gymnast and diver George Nissen created the first trampoline in his parents' garage when he was 16.



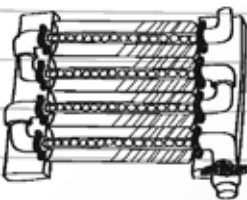
Solar Lantern (2004)

When Evans Wandongo of Kenya was 16, he invented a solar lantern made from 50 percent recycled materials.



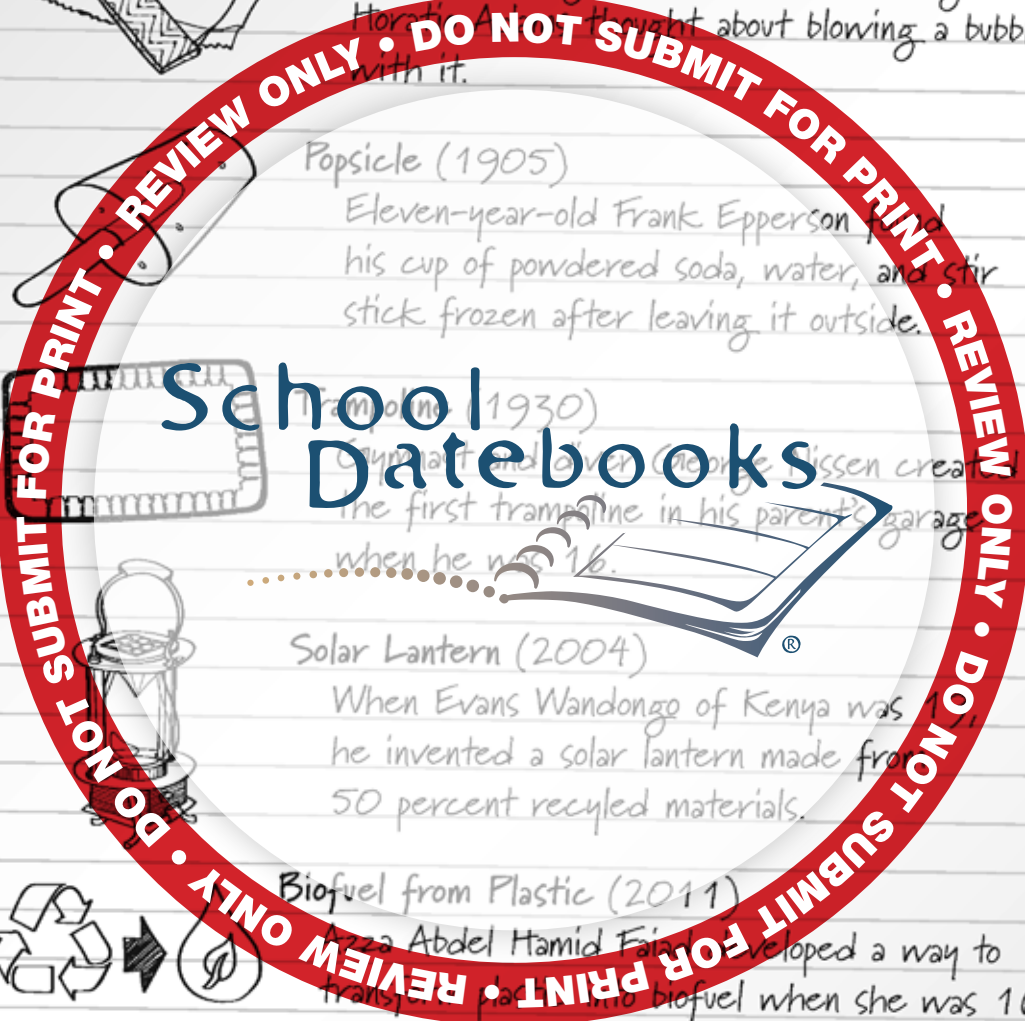
Biofuel from Plastic (2011)

Aziza Abdel Hamid Faiz developed a way to transform plastic into biofuel when she was 16.



Solar Water-Purifier (2013)

Deepika Kurup was 14 when she won a young scientist award for her solar powered water purification system. She designed it to provide clean drinking water in countries without good water systems.



School Datebooks



STEM Careers

AGRICULTURAL ENGINEER | Agricultural engineers bring technology to traditional agriculture by improving methods for livestock raising and crop production. They aim to improve yield (how many crops are produced), safety, and available feed and food supplies. These engineers may introduce advances in existing machining, create new equipment, and design state-of-the-art facilities. They also study ways to ensure water quality and pollution management.



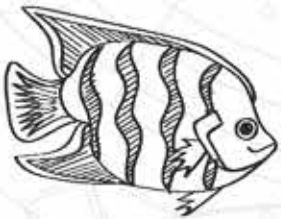
FOOD SCIENTIST | Food scientists study food's nutrients and other contents. They identify new food sources and improve methods for processing and preserving food. They also address the world's hunger needs with solutions for growing, storing, packaging, and distributing food supplies.



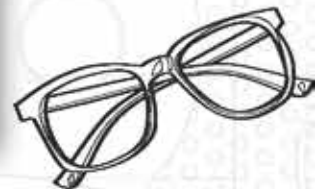
MECHANIC | Care, maintenance, and repairs are all on a mechanic's to-do list. These professionals know every detail of the machines and equipment they work on. Most specialize in key areas — cars, airplanes, refrigeration, office machines — anything that operates mechanically. Because equipment is always changing and being invented, mechanics must continually learn new techniques and procedures.



AQUARIUM DIRECTOR | An aquarium director oversees everything in the aquarium, coordinating the business office, planning, fundraising, and caring for marine life, with staff for specific tasks. Directors also get involved in educational programs and participate in advocacy activities.



OPTOMETRIST | Optometrists are medical professionals who provide primary vision care. They test vision, prescribe eyeglasses and contacts, perform eye exams, and diagnose and manage diseases of the eye.



School Datebooks



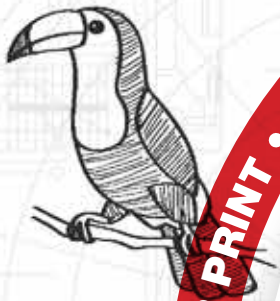
STEM Careers (pg. 2)



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

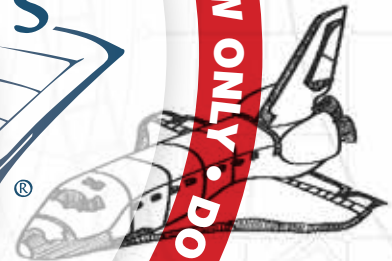


WILDLIFE TECHNICIAN | Wildlife technicians study wildlife and their habitats, behaviors, populations, and health, providing education about wildlife to the public. They collect data in various areas; tag and release animals; and take blood or tissue samples. They also monitor habitats, collect water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



School Datebooks

AEROSPACE ENGINEER | Aircraft and spacecraft are the domains of aerospace engineers. They form mathematical models, analyze them with computers, build prototypes, and conduct environmental, operational, and stress tests.



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



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





READING LOG



I Will Read:

Date Achieved:

Teacher/Parent Initials

Number of Books

| | | | | | |
|----|-------------------------|--------------|---------------|-----------------|------------|
| 1 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 2 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 3 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 4 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 5 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 6 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 7 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 8 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 9 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 10 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 11 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |
| 12 | DATE: _____ | TITLE: _____ | AUTHOR: _____ | I GIVE IT: ☆☆☆☆ | P.I. _____ |
| | MY FAVORITE PART: _____ | | | PGS/PTS: _____ | T.I. _____ |

School Datebooks



My favorite book was: _____

Plot/setting: _____

I liked it because: _____

GRADE RECORD

[illegible][illegible][illegible][illegible]

[illegible]

School Datebooks

CLASS SCHEDULE *second semester*

SECOND SEMESTER

[illegible]

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------|--------|---------|-----------|----------|--------|----------|
| 7:00 | | | | | | |
| 8:00 | | | | | | |
| 9:00 | | | | | | |
| 10:00 | | | | | | |
| 11:00 | | | | | | |
| 12:00 | | | | | | |
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| 6:00 | | | | | | |
| 7:00 | | | | | | |
| 8:00 | | | | | | |
| 9:00 | | | | | | |

[illegible]



CLASS SCHEDULE *trimesters*

FIRST TRIMESTER

| Period | Subject | Teacher | Room |
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SECOND TRIMESTER

| Period | Subject | Teacher | Room |
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THIRD TRIMESTER

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

| FIRST SEMESTER | | | |
|----------------|---------|---------|------|
| _____ DAY | | | |
| Period | Subject | Teacher | Room |
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| _____ DAY | | | |
|-----------|---------|---------|------|
| Period | Subject | Teacher | Room |
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| SECOND SEMESTER | | | |
|-----------------|---------|---------|------|
| _____ DAY | | | |
| Period | Subject | Teacher | Room |
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| _____ DAY | | | |
|-----------|---------|---------|------|
| Period | Subject | Teacher | Room |
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COMMUNICATION *between parent & teacher*

| PARENT | TEACHER |
|--------------------------------------|--------------------------------------|
| <div>Signature</div> <div>Date</div> | <div>Signature</div> <div>Date</div> |
| <div>Signature</div> <div>Date</div> | <div>Signature</div> <div>Date</div> |
| <div>Signature</div> <div>Date</div> | <div>Signature</div> <div>Date</div> |



ADVANCE PLANNING

AUGUST 2026

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

SEPTEMBER 2026

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

OCTOBER 2026

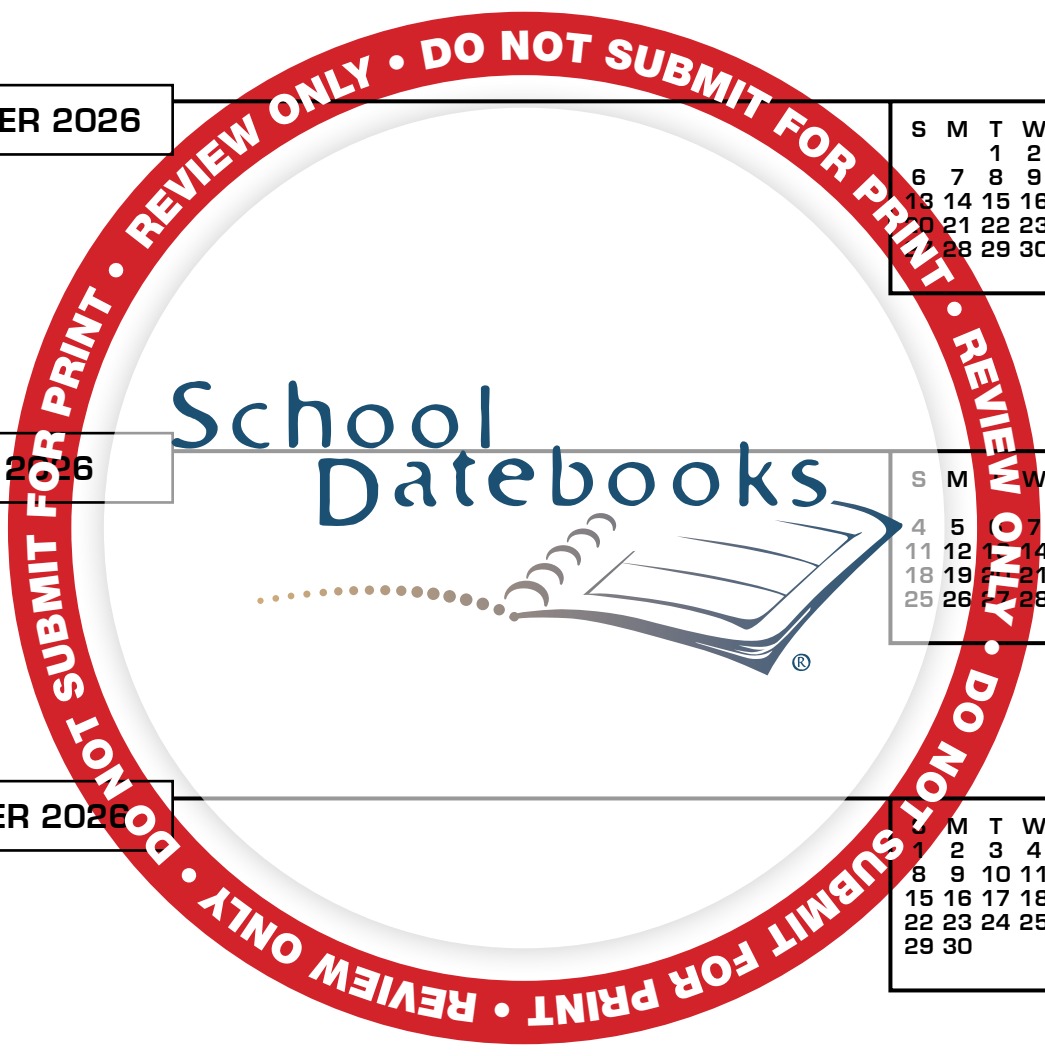
| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

NOVEMBER 2026

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

DECEMBER 2026

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





CALENDAR YEARS

2025

| | | | | | | | |
|-----------|---|----------|---|----------|--|----------|--|
| January | S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | February | S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 | March | S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | April | S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 |
| May | S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | June | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | July | S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | August | S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |
| September | S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | October | S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | November | S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | December | S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |

2026

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|-----------|--|----------|---|----------|--|----------|--|
| January | S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | February | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 | March | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | April | S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 |
| May | S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | June | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | July | S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | August | S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |
| September | S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | October | S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | November | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | December | S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |

2027

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|-----------|--|----------|--|----------|---|----------|--|
| January | S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | February | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 | March | S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | April | S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 |
| May | S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | June | S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | July | S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | August | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |
| September | S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | October | S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | November | S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | December | S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |



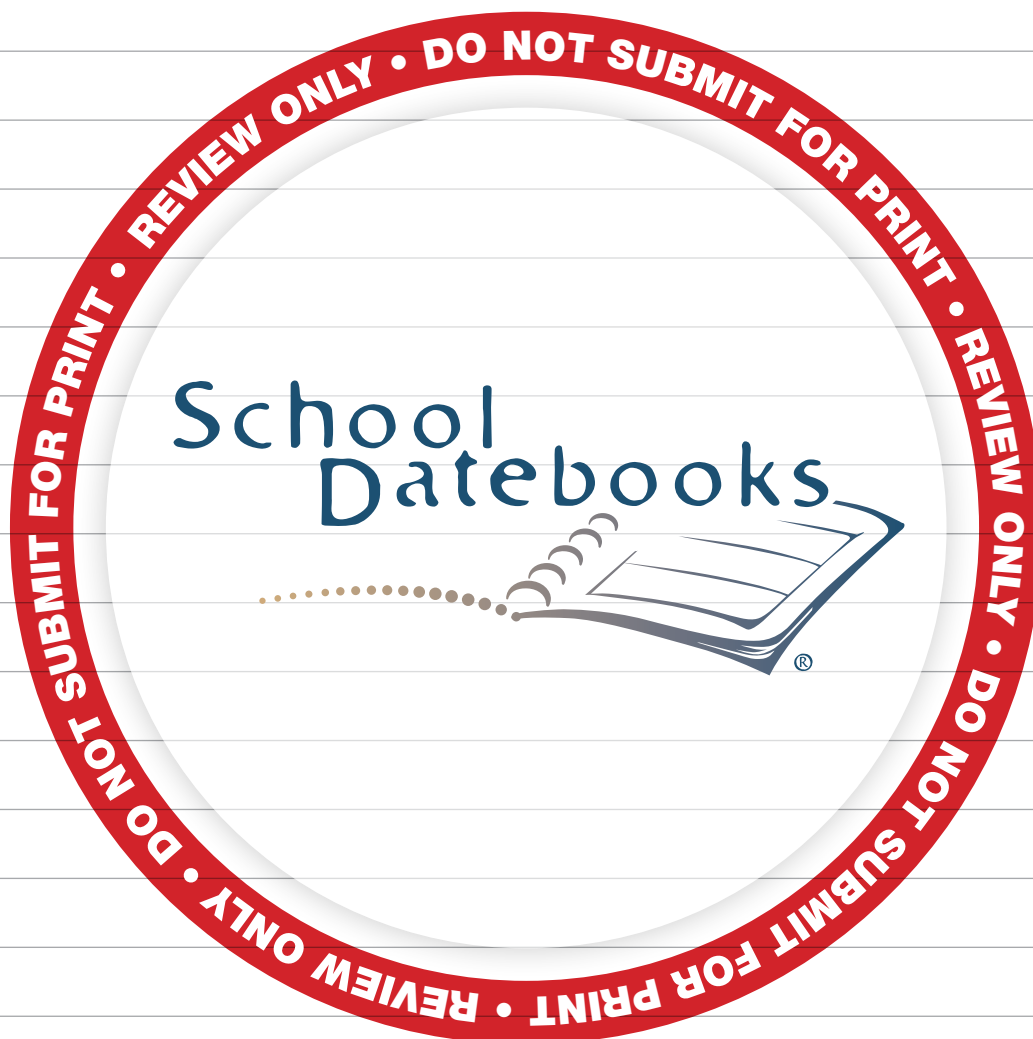
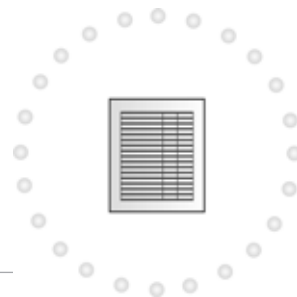
IMPORTANT DATES *United States*

| | 2025 | 2026 | 2027 |
|--|------------------|-----------------|------------------|
| <i>New Year's Day*</i> | Wed., Jan. 1 | Thurs., Jan. 1 | Fri., Jan. 1 |
| <i>Martin Luther King Jr. Day*</i> | Mon., Jan. 20 | Mon., Jan. 19 | Mon., Jan. 18 |
| <i>Groundhog Day</i> | Sun., Feb. 2 | Mon., Feb. 2 | Tues., Feb. 2 |
| <i>Lunar New Year</i> | Wed., Jan. 29 | Tues., Feb. 17 | Sat., Feb. 6 |
| <i>Lincoln's Birthday</i> | Wed., Feb. 12 | Thurs., Feb. 12 | Fri., Feb. 12 |
| <i>Valentine's Day</i> | Fri., Feb. 14 | Sat., Feb. 14 | Sun., Feb. 14 |
| <i>Presidents' Day*</i> | Mon., Feb. 17 | Mon., Feb. 16 | Mon., Feb. 15 |
| <i>Washington's Birthday</i> | Sat., Feb. 22 | Sun., Feb. 22 | Mon., Feb. 22 |
| <i>Ash Wednesday</i> | Wed., Mar. 5 | Wed., Feb. 18 | Wed., Feb. 10 |
| <i>Daylight saving time begins</i> | Sun., Mar. 9 | Sun., Mar. 8 | Sun., Mar. 14 |
| <i>St. Patrick's Day</i> | Mon., Mar. 17 | Tues., Mar. 17 | Wed., Mar. 17 |
| <i>First day of spring</i> | Thurs., Mar. 20 | Fri., Mar. 20 | Sat., Mar. 20 |
| <i>April Fools' Day</i> | Tues., Apr. 1 | Wed., Apr. 1 | Thurs., Apr. 1 |
| <i>Palm Sunday</i> | Sun., Apr. 13 | Sun., Mar. 29 | Sun., Mar. 21 |
| <i>Passover begins at sunset</i> | Sat., Apr. 12 | Wed., Apr. 1 | Wed., Apr. 21 |
| <i>Good Friday</i> | Fri., Apr. 18 | Fri., Apr. 3 | Fri., Mar. 26 |
| <i>Easter</i> | Sun., Apr. 20 | Sun., Apr. 5 | Sat., Mar. 28 |
| <i>Earth Day</i> | Tues., Apr. 22 | Wed., Apr. 22 | Thurs., Apr. 22 |
| <i>Cinco de Mayo</i> | Mon., May 5 | Tues., May 5 | Wed., May 5 |
| <i>Mother's Day</i> | Sun., May 11 | Sun., May 10 | Sun., May 9 |
| <i>Memorial Day*</i> | Mon., May 26 | Mon., May 25 | Mon., May 31 |
| <i>Flag Day</i> | Sat., June 14 | Sun., June 14 | Mon., June 14 |
| <i>Father's Day</i> | Sun., June 15 | Sun., June 21 | Sun., June 20 |
| <i>Juneteenth*</i> | Thurs., June 19 | Fri., June 19 | Sat., June 19 |
| <i>First day of summer</i> | Fri., June 20 | Sun., June 21 | Mon., June 21 |
| <i>Independence Day</i> | Fri., July 4 | Sat., July 4 | Sat., July 4 |
| <i>Labor Day*</i> | Mon., Sept. 1 | Mon., Sept. 7 | Mon., Sept. 6 |
| <i>Patriot Day</i> | Thurs., Sept. 11 | Fri., Sept. 11 | Sat., Sept. 11 |
| <i>Rosh Hashanah begins at sundown</i> | Mon., Sept. 22 | Fri., Sept. 11 | Fri., Oct. 1 |
| <i>First day of autumn</i> | Mon., Sept. 22 | Tues., Sept. 22 | Thurs., Sept. 23 |
| <i>Yom Kippur begins at sundown</i> | Wed., Oct. 1 | Sun., Sept. 20 | Sun., Oct. 10 |
| <i>Columbus Day*</i> | Mon., Oct. 13 | Mon., Oct. 12 | Mon., Oct. 11 |
| <i>Indigenous Peoples Day</i> | Mon., Oct. 13 | Mon., Oct. 12 | Mon., Oct. 11 |
| <i>Halloween</i> | Fri., Oct. 31 | Sat., Oct. 31 | Sun., Oct. 31 |
| <i>Standard time begins</i> | Sat., Nov. 2 | Sun., Nov. 1 | Sun., Nov. 7 |
| <i>Election Day</i> | Tues., Nov. 4 | Tues., Nov. 3 | Tues., Nov. 2 |
| <i>Veterans Day*</i> | Tues., Nov. 11 | Wed., Nov. 11 | Thurs., Nov. 11 |
| <i>Thanksgiving*</i> | Thurs., Nov. 27 | Thurs., Nov. 26 | Thurs., Nov. 25 |
| <i>Hanukkah begins at sundown</i> | Sun., Dec. 14 | Fri., Dec. 4 | Fri., Dec. 24 |
| <i>First day of winter</i> | Sun., Dec. 21 | Mon., Dec. 21 | Tues., Dec. 21 |
| <i>Christmas*</i> | Thurs., Dec. 25 | Fri., Dec. 25 | Sat., Dec. 25 |
| <i>Kwanzaa begins</i> | Fri., Dec. 26 | Sat., Dec. 26 | Sun., Dec. 26 |

* Federal Holiday in the United States

The logo is a circular emblem. A thick red border follows the inner circumference of the circle, containing the text "DO NOT SUBMIT FOR PRINT • REVIEW ONLY" repeated twice in white, uppercase, sans-serif font. In the center of the circle, the words "School Datebooks" are written in a dark blue, serif font, with "School" on the top line and "Datebooks" on the bottom line. Below the text is a stylized illustration of a spiral-bound notebook, shown from a three-quarter perspective. The notebook is white with a blue spiral binding on the left side. A series of small, brown dots forms a curved path leading from the bottom left towards the notebook. A small registered trademark symbol (®) is located to the right of the notebook.

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