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COLLEGE
REFERENCE PAGES

5.5" X 8.5"

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LANGUAGE ARTS *parts of speech*

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

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

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

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.

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

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 *sugar* escaped from *its* cage.
Their car slid off the icy road.

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

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

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

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

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

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

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

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

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

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

→*Examples:* red, large, three, gigantic, miniature
Adjectives have three forms: **positive, comparative,** and **superlative.**

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

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

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

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

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

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

Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase. The sentence elements joined by a coordinating conjunction must be equal. Common coordinating conjunctions are: *and, but, or, nor, for, yet, so.* Coordinating conjunctions used in pairs are called **correlative conjunctions.** Common correlative conjunctions are: *either, or; neither, nor; not only, but also; both, and; whether, or.*
→*Examples:* Both raccoons *and* squirrels frequently invade our bird feeders.
Neither Mary Ann *nor* Julie will be able to go with you.

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

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

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

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LANGUAGE ARTS *capitalization & plurals*

CAPITALIZATION	THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

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

PLURALS	THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF PLURALIZATION RULES.

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

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

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

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

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

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

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

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

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

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

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LANGUAGE ARTS *sentence structure & spelling rules*

SENTENCE STRUCTURE

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

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

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

1. A **simple sentence** consists of one main clause. It expresses one main thought and has one subject and one verb. A simple sentence may contain a compound subject, compound verb, or both.
➞ *Examples:* We enjoyed the concert.
Amy and Scott were married yesterday. (compound subject: 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: I'd like to be a double-major,* but *the workload would be too overwhelming.* (conjunction)
Andy's suit looks as if 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, or independent clause)
Diligent studying is difficult because I have to work several hours before I can start studying. (main clause, or independent clause)

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

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, weight, neighbor
➞ *Exceptions:* friend, view, mischief, fiery

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

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

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

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

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

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

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

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

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

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

PLANNING AND WRITING AN ESSAY OR COMPOSITION

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

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

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

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

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

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

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

{8} Write a first draft.

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

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

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

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

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LANGUAGE ARTS *punctuation*

PERIOD ●

Use: to end a sentence that makes a statement or that gives a command not used as an exclamation.
→*Example:* Wash the dishes, and then take out the garbage.

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, and balls, and bacon* for bait.

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

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

Use: to distinguish items in an address and in a date.
→*Examples:* John Doe, 290 Main St. Mattoon, IN 48105
September 20, 1960

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

QUESTION MARK ?

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

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

APOSTROPHE ’

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

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

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

COLON :

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

SEMICOLON ;

Use: to join compound sentences that are not connected with a conjunction.
→*Example:* It's elementary, my dear Watson; he 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, "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:* "As a child, my favorite movie was 'Wizard of Oz,' " answered Joe.

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

quiet | free from noise
quite | truly or almost completely
→*Examples:* Dorm policy states residents must be *quiet* after 10:00 p.m. on weeknights.
This enchilada is *quite* spicy.

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

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

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

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

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

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LANGUAGE ARTS *frequently misspelled words*

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

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LANGUAGE ARTS *outlining*

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

formal

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

Formal Outline Format:

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

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

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

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

Thesis or Introductory Statement
I. Gasoline shortage
  A. Long lines
  B. Gas "rationing"
II. Voluntary energy conservation
  A. Gasoline
  B. Electricity
  C. Home heating fuel
III. Forced energy conservation
  A. Fuel allocation
  B. Speed limit
  C. Airline flights
  D. Christmas lighting
Conclusion

informal

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

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

I. How lightning occurs
  – cloud's particles collide and become electrically charged
  – positively and negatively charged particles separate
  – positively charged particles in cloud collide with negatively charged particles on ground
II. Forms of lightning
  – forked
  – streak
  – ribbon
  – bead or chain
  – ball

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LANGUAGE ARTS *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 form 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's Oil." *eHow*, 25 Apr. 2018, www.ehow.com/how_2018_how-oil.html. Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." *Maritime Law*, vol. 3, no. 6, 2018, pp. 595-600, www.maritimelaw.org/article. Accessed 8 Feb. 2017.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." *Periodical title*, Day Month Year, pp.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." *New York Times,* 7 Mar. 2018, p. A12.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." *Washington Post,* 12 Mar. 2018, p. A12.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." *Atlantic,* June 2019, pp. 57-79.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurism's Farthest Frontier." *Time,* 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. *Plain Dealer,* 11 Mar. 2019, p. 6B.

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LANGUAGE ARTS *MLA style of documentation*

BOOK (GENERAL GUIDELINES)	Author's last name, first name. *Book title.* Publisher, publication date.
BOOK BY ONE AUTHOR	Wheelen, Richard. *Sherman's March.* Crowell, 1978.
TWO OR MORE BOOKS BY THE SAME AUTHOR	Garreau, Joel. *Edge City: Life on the New Frontier.* Doubleday, 1991. ---. *The Nine Nations of North America.* Houghton, 1981.
BOOK BY TWO OR THREE AUTHORS	Purves, Alan C., and Victoria Rippere. *Elements of Writing About a Literary Work.* NCTE, 1968.
BOOK BY FOUR OR MORE AUTHORS	Pratt, Robert A., et al. *Masters of British Literature.* Houghton, 1956.
BOOK BY A CORPORATE AUTHOR	The Rockefeller Panel Reports. *Prospect for America.* Doubleday, 1961.
BOOK BY AN ANONYMOUS AUTHOR	*Literary Market Place: The Directory of the Book Publishing Industry.* 2003 ed., Bowker, 2002.
BOOK WITH AN AUTHOR AND AN EDITOR	Toomer, Jean. *Cane.* Edited by Darwin T. Turner, Norton, 1988.
A WORK IN AN ANTHOLOGY	Morris, William. "The Haystack in the Floods." *Nineteenth Century British Minor Poets,* edited by Richard Wilbur and W. H. Auden, Dell, Laurel Edition, 1965, pp. 35-52.
AN EDITION OTHER THAN THE FIRST	Chaucer, Geoffrey. *The Riverside Chaucer.* Edited by Larry D. Benson, 3rd ed., Houghton, 1987.
SIGNED ARTICLE IN A REFERENCE BOOK	Wallace, Wilson D. "Superstition." *World Book Encyclopedia.* 19[illegible] ed., vol. 2, Macmillan, 2019.

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LANGUAGE ARTS *APA style of documentation*

YOUR REFERENCE LIST	YOUR REFERENCE LIST SHOULD APPEAR AT THE END OF YOUR ESSAY. IT PROVIDES 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 [illegible] 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 2014 article would appear before a 2015 article). When an author appears as a sole author and again as the first author of a group, list the one-author entries first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the last author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

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

- Author, A. A., & Author, B. B. (Year, 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 page numbers throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well — Title of Periodical, volume number (issue number), pages.

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

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

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

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

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

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

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

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

An online journal or magazine

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

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

An online journal or magazine (with no DOI assigned)

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

E-mail

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

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EXAMPLES

Journal article, one author

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

Journal article, more than one author

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

Work discussed in a secondary source

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

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

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

Magazine article, one author

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

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 issues across the life cycle* (pp. 107-123). Springer.

A government publication

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

A book or article with no author or editor named

→ *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Merriam-Webster.

→ New drug appears to cut risk of death from heart failure. (1993, July 15). *The Washington Post,* p. A12.

For parenthetical citations of sources in text with no author named, use a shortened version of the title instead of 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. L. Emory, Trans.). Dover. (Original work published 1814).

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

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

An entry in an encyclopedia

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

An online journal article (no DOI assigned)

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

A web page

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

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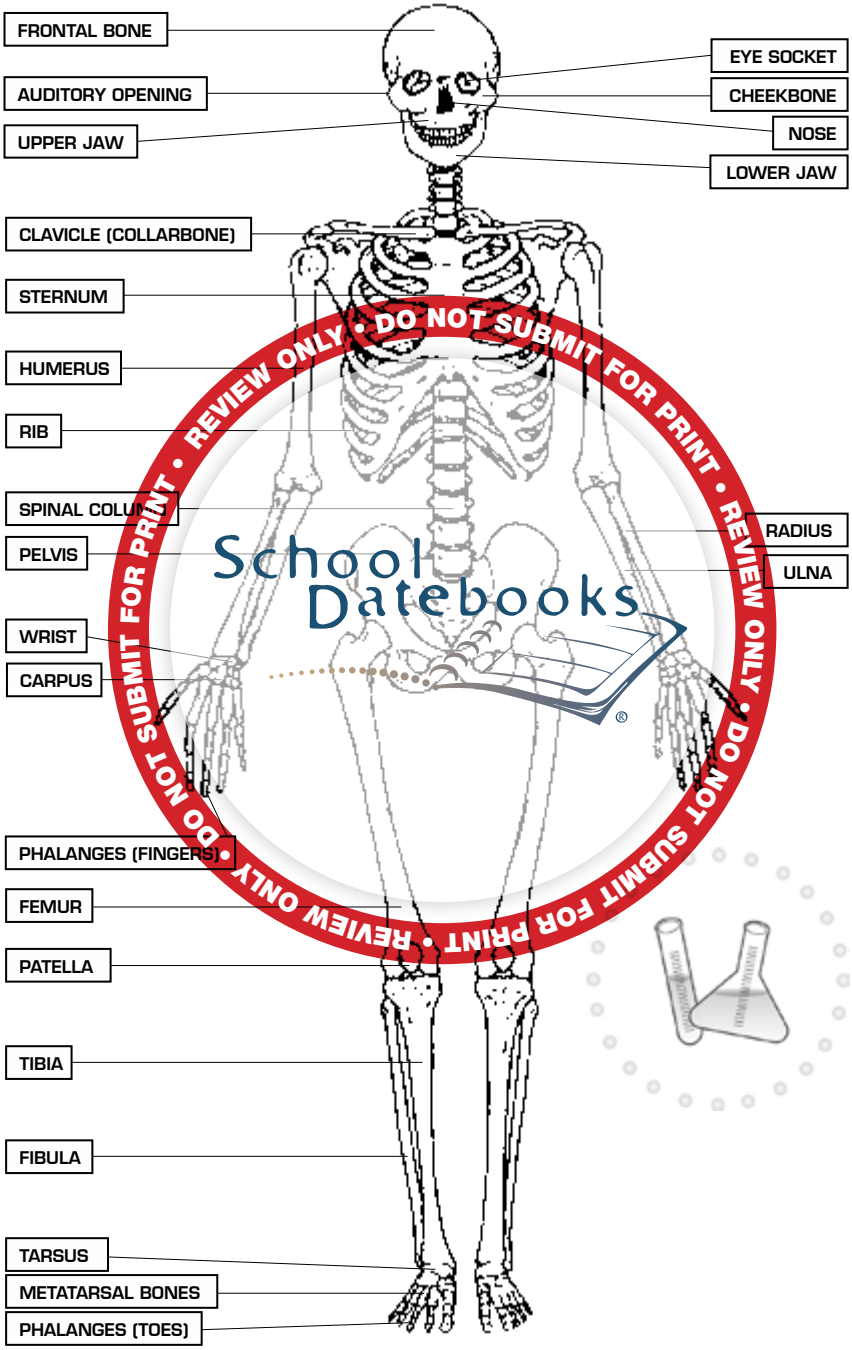
SCIENCE *the human skeleton*



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SCIENCE *Periodic table of the elements*

Atomic Number → 47
Symbol → Ag
Element Name → Silver
Atomic Mass → 107.9

Group IA (excluding Hydrogen) comprises the alkali metals.
Group IIA comprises the alkaline-earth metals.
Group VIIIA comprises the noble gases.

Transition Metals

PERIOD	GROUP 1 ** IA ***	2 IIA	3 IIIB	4 IVB	5 VB	6 VIB	7 VIIB	8 VIIIB	9 VIIIB	10 VIIIB	11 IB	12 IIB	13 IIIA	14 IVA	15 VA	16 VIA	17 VIIA	18 VIIIA
1	1 **H** hydrogen 1.008																	2 **He** helium 4.003
2	3 **Li** lithium 6.941(2)	4 **Be** beryllium 9.012											5 **B** boron 10.81	6 **C** carbon 12.01	7 **N** nitrogen 14.01	8 **O** oxygen 16.00	9 **F** fluorine 19.00	10 **Ne** neon 20.18
3	11 **Na** sodium 22.99	12 **Mg** magnesium 24.31											13 **Al** aluminum 26.98	14 **Si** silicon 28.09	15 **P** phosphorus 30.97	16 **S** sulfur 32.07	17 **Cl** chlorine 35.45	18 **Ar** argon 39.95
4	19 **K** potassium 39.10	20 **Ca** calcium 40.08	21 **Sc** scandium 44.96	22 **Ti** titanium 47.87	23 **V** vanadium 50.94	24 **Cr** chromium 52.00	25 **Mn** manganese 54.94	26 **Fe** iron 55.85	27 **Co** cobalt 58.93	28 **Ni** nickel 58.69	29 **Cu** copper 63.55	30 **Zn** zinc 65.38(2)	31 **Ga** gallium 69.72	32 **Ge** germanium 72.63	33 **As** arsenic 74.92	34 **Se** selenium 78.97	35 **Br** bromine 79.90	36 **Kr** krypton 83.80
5	37 **Rb** rubidium 85.47	38 **Sr** strontium 87.62	39 **Y** yttrium 88.91	40 **Zr** zirconium 91.22	41 **Nb** niobium 92.91	42 **Mo** molybdenum 95.95	43 **Tc** technetium (97)	44 **Ru** ruthenium 101.1	45 **Rh** rhodium 102.9	46 **Pd** palladium 106.4	47 **Ag** silver 107.9	48 **Cd** cadmium 112.4	49 **In** indium 114.8	50 **Sn** tin 118.7	51 **Sb** antimony 121.8	52 **Te** tellurium 127.6	53 **I** iodine 126.9	54 **Xe** xenon 131.3
6	55 **Cs** cesium 132.9	56 **Ba** barium 137.3	57-71 Lanthanoids	72 **Hf** hafnium 178.5	73 **Ta** tantalum 180.9	74 **W** tungsten 183.8	75 **Re** rhenium 186.2	76 **Os** osmium 190.2	77 **Ir** iridium 192.2	78 **Pt** platinum 195.1	79 **Au** gold 197.0	80 **Hg** mercury 200.6	81 **Tl** thallium 204.4	82 **Pb** lead 207.2	83 **Bi** bismuth 209.0	84 **Po** polonium (209)	85 **At** astatine (210)	86 **Rn** radon (222)
7	87 **Fr** francium (223)	88 **Ra** radium (226)	89-103 Actinoids	104 **Rf** rutherfordium (267)	105 **Db** dubnium (268)	106 **Sg** seaborgium (269)	107 **Bh** bohrium (270)	108 **Hs** hassium (269)	109 **Mt** meitnerium (278)	110 **Ds** darmstadtium (281)	111 **Rg** roentgenium (282)	112 **Cn** copernicium (285)	113 **Nh** nihonium (286)	114 **Fl** flerovium (290)	115 **Mc** moscovium (290)	116 **Lv** livermorium (293)	117 **Ts** tennessine (294)	118 **Og** oganesson (294)

6	57 **La** lanthanum 138.90547	58 **Ce** cerium 140.116	59 **Pr** praseodymium 140.907	60 **Nd** neodymium 144.242	61 **Pm** promethium (145)	62 **Sm** samarium 150.36	63 **Eu** europium 151.964	64 **Gd** gadolinium 157.25	65 **Tb** terbium 158.925	66 **Dy** dysprosium 162.500	67 **Ho** holmium 164.93033	68 **Er** erbium 167.259	69 **Tm** thulium 168.93422	70 **Yb** ytterbium 173.054	71 **Lu** lutetium 174.9668
7	89 **Ac** actinium (227)	90 **Th** thorium 232.0377	91 **Pa** protactinium 231.03588	92 **U** uranium 238.02891	93 **Np** neptunium (237)	94 **Pu** plutonium (244)	95 **Am** americium (243)	96 **Cm** curium (247)	97 **Bk** berkelium (247)	98 **Cf** californium (251)	99 **Es** einsteinium (252)	100 **Fm** fermium (257)	101 **Md** mendelevium (258)	102 **No** nobelium (259)	103 **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), Encyclopaedia Britannica, and others.

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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

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

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

Law of Universal Gravitation

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

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

Work Done by a Force

work = (force)(distance)

Power

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

Kinetic Energy

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

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

Specific Heat

$$Q = cm\Delta t$$

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

Electric Current Strength

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

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

Momentum

momentum = (mass)(velocity)

Mass-Energy Equivalence

$$E = mc^2$$

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

Power Expended in an Electric Appliance

$$P = IV$$

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

Newton's Second Law of Motion

force=(mass)(acceleration)

Torque

$$T = FR$$

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

Boyle's Law when temperature constant:

$$p_1V_1 = p_2V_2$$

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

Wave Motion

$$V = nl$$

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

Illumination of a Surface Perpendicular to the Luminous Flux

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

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

Focal Length of Mirrors and Lenses

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

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

Images in Mirrors and Lenses

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

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

Ohm's Law

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

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

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SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

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

METRIC TO ENGLISH CONVERSIONS

To Convert→	*Multiply By→*	*To Find→*
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	0.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
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

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

Weight

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

METRIC

Area

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

Capacity

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

Length

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

Mass/Weight

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

FORMULAS

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

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

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

FORMULA KEY

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

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

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

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MATHEMATICS *Roman numerals & place value*

ROMAN NUMERALS

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

FOLLOWING ARE THE 7 LETTERS AND THEIR VALUES:

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

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

PLACE VALUE

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

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

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

NUMBER PREFIXES

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

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MATHEMATICS *squares & square roots*

SQUARES & SQUARE ROOTS

N	N^2	$\sqrt{N}$
1	1	1.00
2	4	1.41
3	9	1.73
4	16	2.00
5	25	2.24
6	36	2.45
7	49	2.65
8	64	2.83
9	81	3.00
10	100	3.16
11	121	3.32
12	144	3.46
13	169	3.6[illegible]
14	196	3.74
15	225	3.87
16	256	4.00
17	289	4.12
18	324	4.24
19	36[illegible]	4.36
20	40[illegible]	4.47
21	441	4.58
22	48[illegible]	4.69
23	52[illegible]	4.80
24	57[illegible]	4.90
25	625	5.00
26	676	5.10
27	729	[illegible].20
28	784	[illegible].29
29	841	5.3[illegible]
30	900	5.48
31	961	5.57
32	1,024	5.66
33	1,089	5.74
34	1,156	5.83
35	1,225	5.92
36	1,296	6.00
37	1,369	6.08
38	1,444	6.16
39	1,521	6.24
40	1,600	6.32
41	1,681	6.40
42	1,764	6.48
43	1,849	6.56
44	1,936	6.63
45	2,025	6.71
46	2,116	6.78
47	2,209	6.86
48	2,304	6.93
49	2,401	7.00
50	2,500	7.07

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

N	N^2	$\sqrt{N}$
101	10,201	10.05
102	10,404	10.10
103	10,609	10.15
104	10,816	10.20
105	11,025	10.25
106	11,236	10.30
107	11,449	10.34
108	11,664	10.39
109	11,881	10.44
110	12,100	10.49
111	12,321	10.54
112	12,544	10.58
113	12,769	10.63
114	12,996	10.68
115	13,225	10.72
116	13,456	10.77
117	13,689	10.8[illegible]
118	13,924	10.86
119	14,161	10.91
120	14,400	10.95
121	14,641	11.00
122	14,884	11.05
123	15,129	11.09
124	15,376	11.14
125	15,625	11.18
126	15,876	11.[illegible]
127	16,129	[illegible].27
128	16,384	[illegible].31
129	16,641	11.36
130	16,900	11.40
131	17,161	11.45
132	17,424	11.49
133	17,689	11.53
134	17,956	11.58
135	18,225	11.62
136	18,496	11.66
137	18,769	11.70
138	19,044	11.75
139	19,321	11.79
140	19,600	11.83
141	19,881	11.87
142	20,164	11.92
143	20,449	11.96
144	20,736	12.00
145	21,025	12.04
146	21,316	12.08
147	21,609	12.12
148	21,904	12.17
149	22,201	12.21
150	22,500	12.25

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MATHEMATICS *algebra & mathematical symbols*

ALGEBRA

Expanding

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

Laws of Exponents

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

if r and s are positive integers

Logarithms

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

e=2.71828183

Quadratic Formula

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

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

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MATHEMATICAL SYMBOLS

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

MATHEMATICS *fractions & percentages & multiplication table*

FRACTIONS AND PERCENTAGES

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

WORKING WITH FRACTIONS

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

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

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

To multiply:

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

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

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

To add or subtract, first find the common denominator:

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

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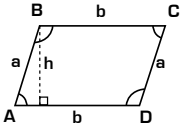
MULTIPLICATION TABLE

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

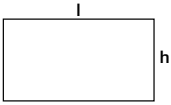
MATHEMATICS *area & volume*

PARALLELOGRAM



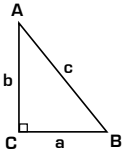
Area of ABCD = bh

RECTANGLE



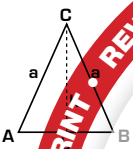
Perimeter = 2(l + h)
Area = l x h

RIGHT TRIANGLE



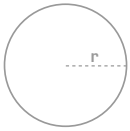
Area = ab/2
$c^2 = a^2 + b^2$ *(Pythagorean Theorem)*

ISOSCELES TRIANGLE



Area = bh/2

CIRCLE



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

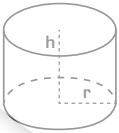
RECTANGULAR PRISM

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

SPHERE

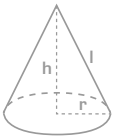
Surface area of a sphere = $4\pi r^2$
Volume of a sphere = $4\pi r^3/3$

CYLINDER



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

CONE

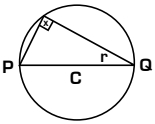


Surface area of a cone = $\pi rl + \pi r^2$ *(l = slant height)*
Volume of a cone = $\pi r^2 h/3$

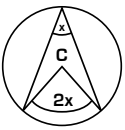
PYRAMID

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

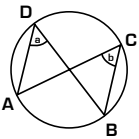
CIRCLE THEOREMS



∠x = 90°
(PQ is the diameter)



C is the center of the circle



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

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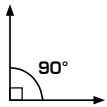
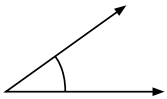
MATHEMATICS *geometric angles & congruence cases*

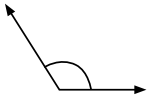
GEOMETRIC ANGLES



A right angle
is exactly 90°



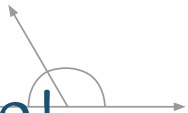
An acute angle
is less than 90°



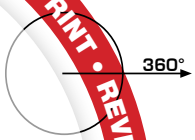
An obtuse angle
is greater than 90°

A straight angle
is exactly 180°

Complementary angles
add up to 90°



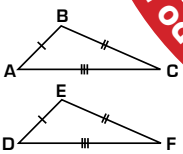
Supplementary angles
add up to 180°



One complete angle of
rotation = 360°

GEOMETRIC CONGRUENCE CASES

S.S.S. POSTULATE

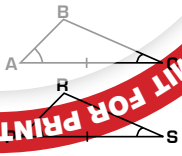


Side-Side-Side
$\Delta ABC \cong \Delta DEF$

S.A.S. POSTULATE

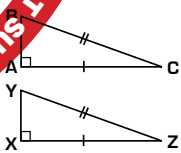
Side-Angle-Side
$\Delta ABC = \Delta KLM$

A.S.A. POSTULATE



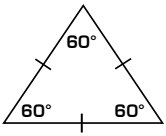
Angle-Side-Angle
$\Delta ABC = \Delta PRS$

H.S. POSTULATE (RIGHT △ ONLY)



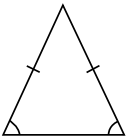
Hypotenuse-side
$\Delta ABC = \Delta XYZ$

EQUILATERAL TRIANGLE



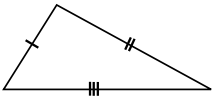
3 Sides of Equal Length
3 Angles of 60° Each

ISOSCELES TRIANGLE



2 Sides of Equal Length
2 Base Angles are Equal

SCALENE TRIANGLE



3 Unequal Sides
3 Unequal Angles

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MATHEMATICS *trigonometry*

TRIGONOMETRIC RATIOS

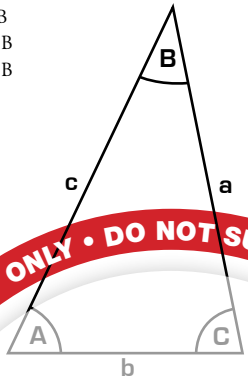
$\sin(A+B) = \sin A \cos B + \cos A \sin B$
$\sin(A-B) = \sin A \cos B - \cos A \sin B$
$\cos(A+B) = \cos A \cos B - \sin A \sin B$
$\cos(A-B) = \cos A \cos B + \sin A \sin B$

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

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

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

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



TRIGONOMETRIC RATIOS

Law of Sines

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

Law of Cosines

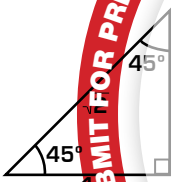
$a^2 = b^2 + c^2 - 2bc(\cos A)$
$b^2 = a^2 + c^2 - 2ac(\cos B)$
$c^2 = a^2 + b^2 - 2ab(\cos C)$

Law of Tangents

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

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

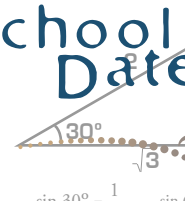
$$\frac{c-a}{c+a} = \frac{\tan 1/2(C-A)}{\tan 1/2(C+A)}$$



$\sin 45° = \frac{1}{\sqrt{2}}$

$\cos 45° = \frac{1}{\sqrt{2}}$

$\tan 45° = 1$



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

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

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

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

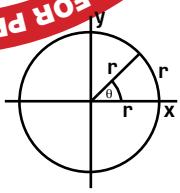
$\cos\theta = \frac{a\ (\text{adjacent})}{h\ (\text{hypotenuse})} = \frac{1}{\sec\theta}$

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

VALUES OF TRIGONOMETRIC RATIOS

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

note: ∞ denotes undefined or infinite



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

QUADRANTS

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

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AMENDMENT I

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

AMENDMENT II

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

AMENDMENT III

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

AMENDMENT IV

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

AMENDMENT V

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

AMENDMENT VI

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

AMENDMENT VII

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

AMENDMENT VIII

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

AMENDMENT IX

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

AMENDMENT X

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

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GEOGRAPHY *states & state capitals*

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

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CIVICS *United States presidents*

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

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

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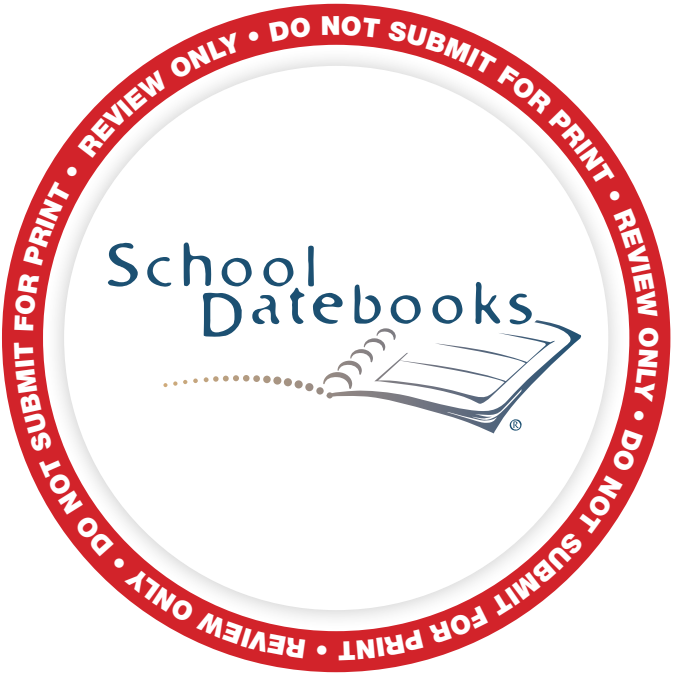
ORDER OF PRESIDENTIAL SUCCESSION

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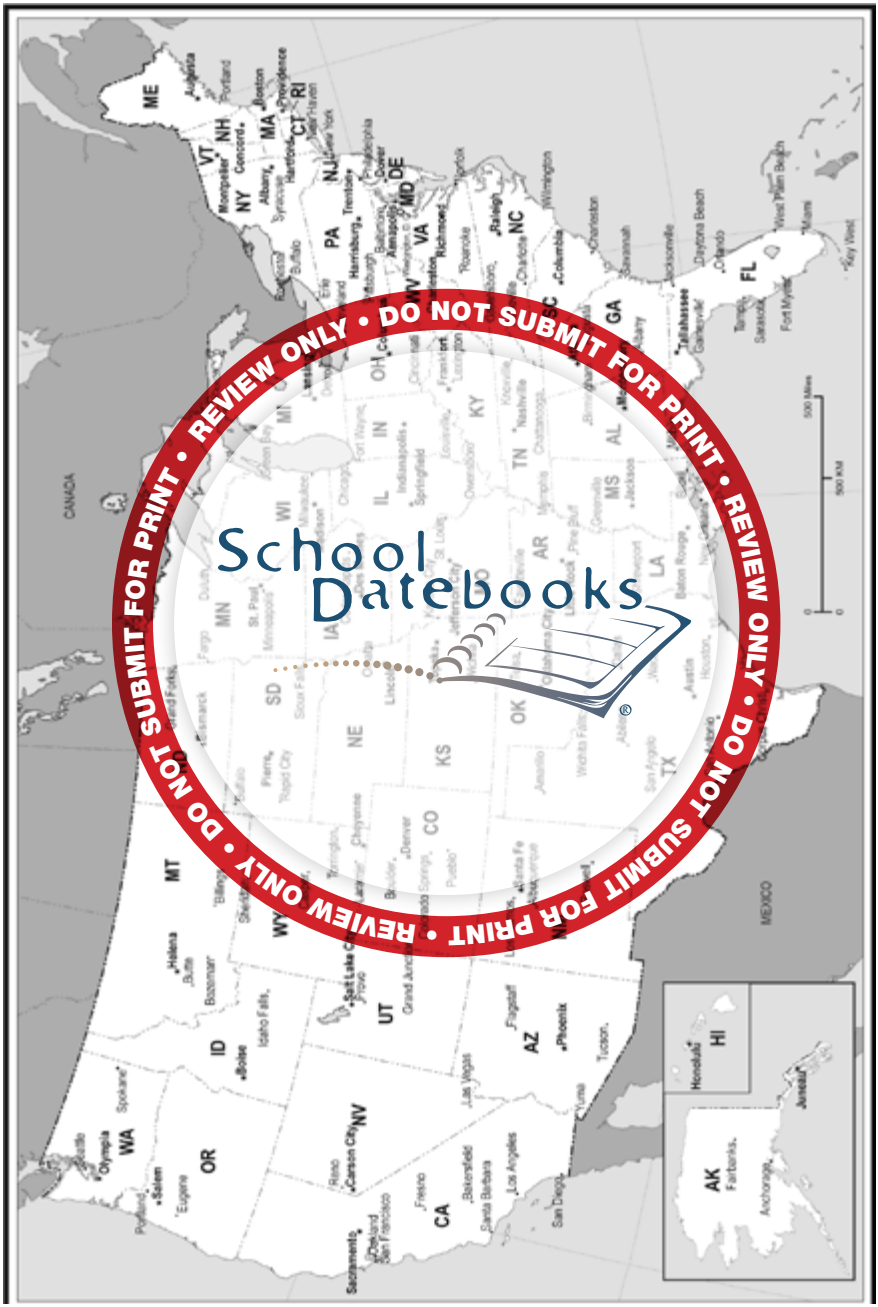
GEOGRAPHY *United States map*



INSERT STATE MAP

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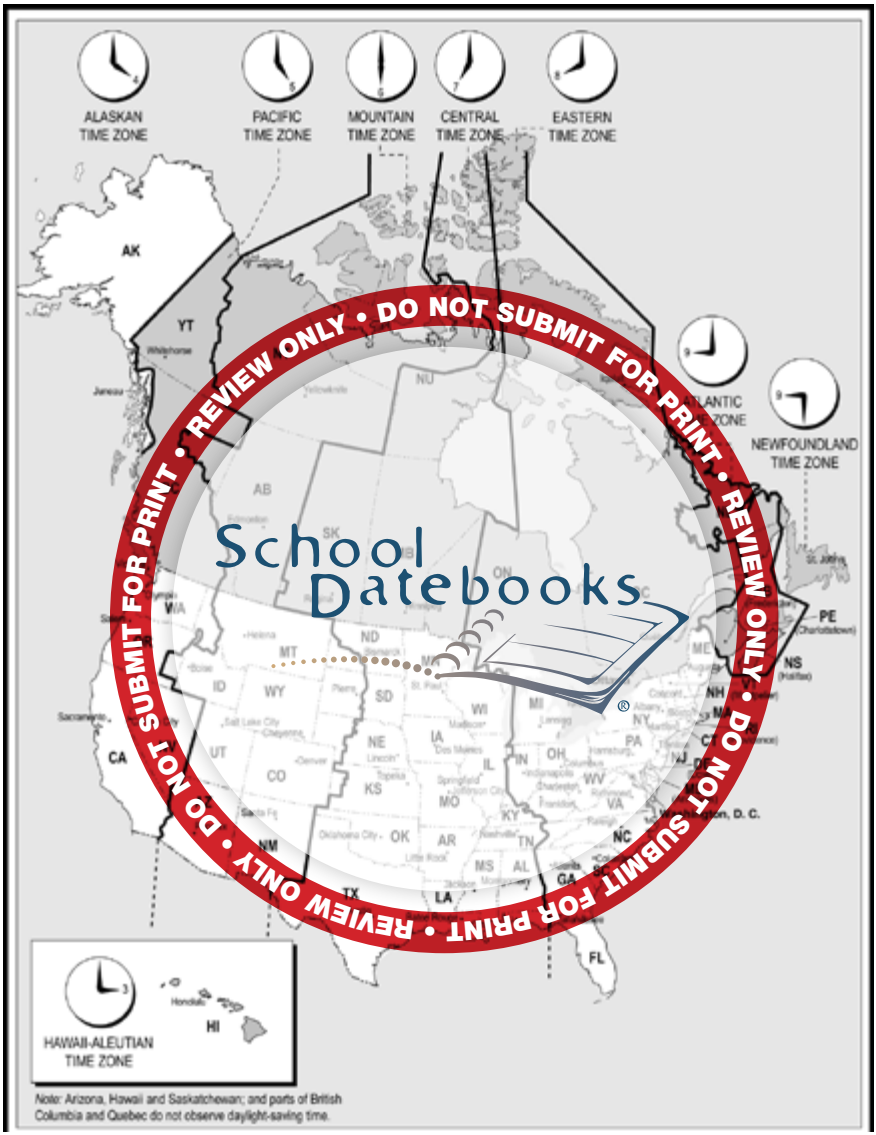
GEOGRAPHY *U.S. & Canada time zones*



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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	VEGETABLES	FRUITS	DAIRY	PROTEIN
Make half your grains whole	Vary your veggies	Focus on fruits	Get your calcium-rich foods	Go lean with protein
Eat grains, especially whole-grains, like brown rice, oatmeal, or popcorn. Other grain choices include bread, crackers, cereal, or pasta.	Eat more dark green veggies like broccoli or spinach. Eat more orange vegetables like carrots and sweet potatoes. Eat more dry beans and peas like pinto beans, kidney beans, and lentils. Limit starchy vegetables.	Eat a variety of fruit. Choose fresh, frozen, canned, or dried fruit. Drink 100% fruit juices.	Go low-fat or fat-free when you choose milk, yogurt, and other milk products. If you don't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.	Choose low-fat or lean meats and poultry. Bake it, broil it, or grill it. Vary your protein routine – choose more fish, beans, peas, nuts, and seeds.

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

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

Find your balance between food and physical activity

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

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

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

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HEALTHY LIVING *hotlines & helplines*

GENERAL CRISIS		
7 Cups of Tea	Online listeners	7cups.com
Boys Town Hotline (24 hrs.)	800-448-3000	boystown.org
988 Suicide & Crisis Lifeline	988	988lifeline.org
I'm Alive (Online Crisis Network)	Online chat	imalive.org
National Center for Missing and Exploited Children (24 hrs.)	*800-843-5678*	missingkids.org
National Runaway Safeline (24 hrs.)	800-RUNAWAY	1800runaway.org
Teen Line	800-852-8336	teenlineonline.org
Youth America Hotline | Your Life Counts	877-968-8454	yourlifecounts.org

ALCOHOL/SUBSTANCE ABUSE		
Al-Anon/Alateen (For Families and Friends of Problem Drinkers)	888-425-2666	al-anon.alateen.org
Alcoholics Anonymous	212-870-3400	aa.org
Substance Abuse and Mental Health Services Administration	1-800-662-HELP (4357)	samhsa.gov/
Narcotics Anonymous	818-773-9999	na.org
National Institute on Alcohol Abuse and Alcoholism	niaaaweb-r@exchange.gov	niaaa.nih.gov

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

MENTAL HEALTH		
Depression and Bipolar Support Alliance Helpline	800-826-3632	dbsalliance.org
Mental Health America	800-969-6642	mhanational.org/
National Alliance on Mental Illness Information Helpline	800-950-NAMI	nami.org
National Mental Health Consumers' Self-Help Clearinghouse	selfhelpclearinghouse@gmail.com	mhselfhelp.org
National Eating Disorders Association Helpline	800-931-2237	nationaleatingdisorders.org
SAFE Alternatives (Self Abuse Finally Ends)	800-DONT-CUT	selfinjury.com

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

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

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HEALTHY LIVING *emergency action steps*

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

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

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

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

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

If air won't go in – Give abdominal thrusts

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

If not breathing and no pulse – Give CPR

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

Courtesy of: American Red Cross

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HEALTHY LIVING *2025-2026 NCAA Banned Drugs List*

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

The NCAA bans the following drug classes.

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

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

Substances and methods subject to restrictions:

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

NCAA nutritional/dietary supplements:

Before a student-athlete consumes any nutritional/dietary supplement or uses any medication, they should review the product and/or medication label with the appropriate athletics department staff.

1. There are no NCAA-approved nutritional or dietary supplements.
2. Nutritional/dietary supplements, including vitamins and minerals, are not well regulated and may cause a positive drug test.
3. Student-athletes have tested positive and lost their eligibility using nutritional/dietary supplements.
4. Many nutritional/dietary supplements are contaminated with banned drugs not listed on the label.
5. While third- party tested and low-level risk products may be options, complete elimination of risk is impossible.
6. All nutritional/dietary supplements are taken at the student-athlete's own risk.

As part of its responsibility to provide education about banned substances, athletics department staff should consider providing information about supplement use and the importance of to having nutritional/dietary products evaluate by qualified staff members before consuming. The NCAA has identified Drug Free Sport AXIS™ (AXIS) as a service designed to facilitate student-athlete and institutional review of label ingredients in medications and nutritional/dietary supplements. Contact AXIS at 816-474-7321 or axis.drugfreesport.com (password ncaa1, ncaa2 or ncaa3).

THERE IS NO COMPLETE LIST OF BANNED SUBSTANCES. DO NOT RELY ON THIS LIST AS EXHAUSTIVE OR TO CONFIRM OR RULE OUT ANY LABEL INGREDIENT THAT MAY CONTAIN A POTENTIAL BANNED SUBSTANCE.

Many nutritional/dietary supplements are contaminated with banned substances not listed on the label. It is the student-athlete's responsibility to check with the appropriate or designated athletics and medical staff before using any substance.

Some examples of substances in each NCAA banned drug class:

Stimulants:

Amphetamine (Adderall), Caffeine (Guarana), Cocaine, Dimethylbutylamine (DMBA; DMP), Dimethylhexylamine (DMHA; Octodrine), Ephedrine, Heptaminol, Hordenine, Lisdexamfetamine (Vyvanse), Methamphetamine, Methylhexanamine (DMAA; Forthane), Methylphenidate (Ritalin), Mephedrone (bath salts), Modafinil, Octopamine, Phenethylamines (PEAs), Phentermine, Synephrine (bitter orange).

Exceptions: Phenylephrine and Pseudoephedrine are not banned.

Anabolic agents:

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

Beta blockers (banned for rifle only):

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

Diuretics and masking agents:

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

Exception: Finasteride is not banned.

Narcotics:

Buprenorphine, Dextromoramide, Diamorphine (heroin), Fentanyl and its derivatives, Hydrocodone, Hydromorphone, Meperidine, Methadone, Morphine, Nicomorphine, Oxycodone, Oxymorphone, Pentazocine, Tramadol.

Peptide hormones, growth factors, related substances and mimetics

BPC-157, Growth hormone (hGH), Human Chorionic Gonadotropin (hCG), Erythropoietin (EPO), IGF-1 (colostrum; deer antler velvet), Ibutamoren (MK-677), TB-500.

Exceptions: Insulin, Synthroid and Forteo are not banned.

Hormone and metabolic modulators (anti-estrogens) :

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

Beta-2 agonists:

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

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

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

July 2024

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

TIPS FOR IMPROVING YOUR MEMORY

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

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

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

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

{4} Look for patterns. Try to make a word 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 making a rhyme.

{7} Visualize the information in your mind.

- **a.** See the picture clearly and vividly.
- **b.** Exaggerate – make enlarge things.
- **c.** See it in three dimensions.
- **d.** Put yourself into the picture.
- **e.** Imagine a 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 EXAMS

{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 you're required to write a short essay,* quickly jot down an outline to make sure you include all the key points in your answer.

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

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

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

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SUCCESS SKILLS *listening & homework skills*

LISTENING SKILLS

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

To help develop listening skills:

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

HOMEWORK SKILLS

- *Keep track of your daily assignments* in this datebook – 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 instructor what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using a TV or stereo during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow.* Remembered 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.

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SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each instructor's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your instructor may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some instructors provide outlines that tell you how a series of lectures will be organized; other instructors will deliver their lectures and expect you to write the information in your notes. Most instructors will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information that the instructor 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 instructors say. Some instructors will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. 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 regurgitate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.

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

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

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

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

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

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

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

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BASIC RÉSUMÉ WRITING

The Functional Résumé Format

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

These are the 5 basic parts →

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

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

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

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

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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 resume looking clean and professional.
- Use good quality paper; A neutral colored or white paper is recommended.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, health, religion, or hobbies.
- Do not use the word *résumé* at the top of the page.
- Keep your résumé to one page.
- Have a list of references (names, company names, phone numbers) ready to give if requested.

Use Action Words to Describe Skills

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

SAMPLE RÉSUMÉ

Joe Anybody

Campus Address
44 Residence Hall Drive
Campus Town, OH 45628
(123) 987-6543
j.anybody@e-mail.com

Permanent Address
1234 Oak Street
Anytown, MD 21113
(555) 123-4567
http://www.mywebsite.html

OBJECTIVE

A web design position that allows me to utilize my computer graphic and illustration skills and apply my knowledge of the online sales industry.

EDUCATION

State University, Campus Town, OH — May 2016
School of Technology — Major GPA: 3.25/4.0
B.S. in Computer Graphic Design — GPA: 3.6/4.0
Visual Communications Design minor

EXPERIENCE

Design Assistant, internship — May-August 2015
Wicked Web Design, Cincinnati, OH
- Created templates for multimedia applications
- Designed and updated client websites
- Reorganized digital file storing system

Webmaster — August 2015-present
Kappa Sigma Fraternity, Campus Town, OH
- Designed and maintained website
- Established internal e-mail server
- Collaborated on intercampus fraternity website

TECHNICAL SKILLS

CSS, HTML, Java Script, PhotoShop, Illustrator, Microsoft Office

MEMBERSHIPS

- Kappa Sigma Fraternity
- Student Volunteer Outreach Summit
- Campus Town Big Brothers/Big Sisters

REFERENCES

Available upon request

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THE SUCCESSFUL STUDENT'S

BAG OF SKILLS

LAUDABLE LISTENING

- Concentrate on what the instructor says.
- Avoid distractions.
- Pay attention to the lecture, and take good notes.
- Participate! Ask questions if you don't understand.
- Listen for key words, names, events, and dates.
- Don't assume 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, get assignments from classmates.
- Develop a routine for completing your homework. Set aside a time; choose a place; have your supplies at hand; and turn off the TV or music.
- Study in blocks of time (if that works best for you).
- Begin with your most important assignments first.
- Take breaks periodically to refresh yourself and review what you've learned.

NOTABLE NOTETAKING

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

A MEMORABLE MEMORY

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

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SUCCESS SKILLS *keeping a monthly budget*

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

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

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

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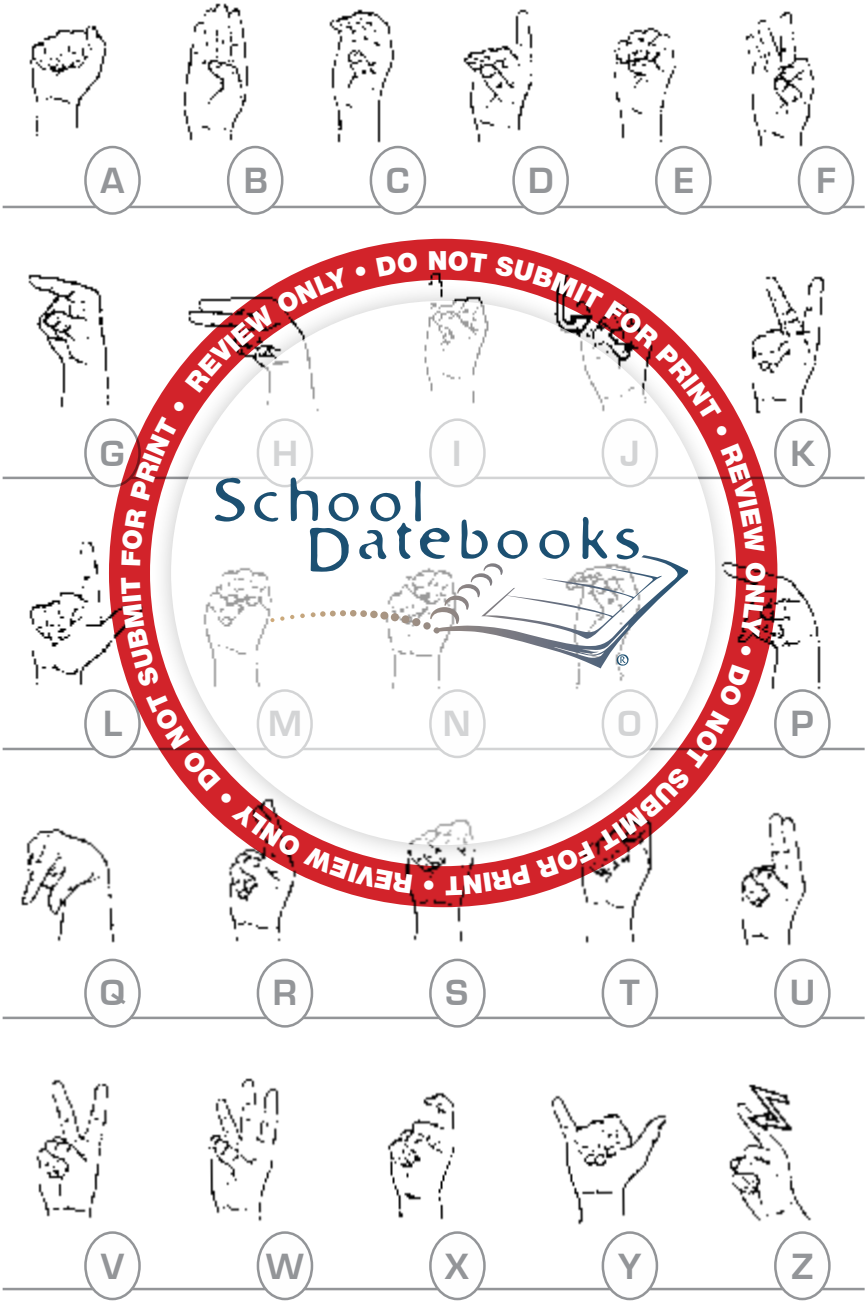
SUCCESS SKILLS *manual alphabet*

AMERICAN SIGN LANGUAGE



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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:

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

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

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

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

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

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

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

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

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

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GRADE RECORD

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

Subject:
Semester:
Goal:

Date	Assignment | Quiz | Test	Score

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CLASS SCHEDULE *first semester*

FIRST SEMESTER

Subject	Instructor	Office	Telephone

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00						
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						
6:00						
7:00						
8:00						
9:00						

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CLASS SCHEDULE *second semester*

SECOND SEMESTER

Subject	Instructor	Office	Telephone

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00						
8:00						
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CLASS SCHEDULE *first & second semester*

FIRST SEMESTER

Time	Subject	Instructor	Bldg/Rm

SECOND SEMESTER

Time	Subject	Instructor	Bldg/Rm

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CLASS SCHEDULE *trimesters*

FIRST TRIMESTER

Time	Subject	Instructor	Bldg/Rm

SECOND TRIMESTER

Time	Subject	Instructor	Bldg/Rm

THIRD TRIMESTER

Time	Subject	Instructor	Bldg/Rm

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CLASS SCHEDULE *block class schedule*

Time	Monday	Wednesday	Friday
7:00			
8:00			
9:00			
10:00			
11:00			
12:00			
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			

Time	Tuesday	Thursday
7:00		
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12:00		
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7:00		
8:00		
9:00		

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ADVANCE PLANNING

AUGUST 2027

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 2027

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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OCTOBER 2027

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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

NOVEMBER 2027

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21	22	23	24	25	26	27
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DECEMBER 2027

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CALENDAR YEARS

2026

January

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				1	2	3
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February

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22	23	24	25	26	27	28

March

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April

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May

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June

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July

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August

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September

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November

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2027

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August

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September

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November

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December

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2028

January

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February

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March

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April

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May

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June

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July

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August

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September

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October

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November

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December

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IMPORTANT DATES *United States*

	2026	2027	2028
*New Year's Day**	Thurs., Jan. 1	Fri., Jan. 1	Sat, Jan 1
*Martin Luther King Jr. Day**	Mon., Jan. 19	Mon., Jan. 18	Mon, Jan 17
Groundhog Day	Mon., Feb. 2	Tues., Feb. 2	Wed, Feb 2
Lunar New Year	Tues., Feb. 17	Sat., Feb. 6	Wed, Jan 26
Lincoln's Birthday	Thurs., Feb. 12	Fri., Feb. 12	Sat, Feb 12
Valentine's Day	Sat., Feb. 14	Sun., Feb. 14	Mon, Feb 14
*Presidents' Day**	Mon., Feb. 16	Mon., Feb. 15	Mon, Feb 21
Washington's Birthday	Sun., Feb. 22	Mon., Feb. 22	Tues, Feb 22
Ash Wednesday	Wed., Feb. 18	Wed., Feb. 10	Wed, Mar 1
Daylight saving time begins	Sun., Mar. 8	Sun., Mar. 14	Sun, Mar 12
St. Patrick's Day	Tues., Mar. 17	Wed., Mar. 17	Fri, Mar 17
First day of spring	Fri., Mar. 20	Sat., Mar. 20	Sun, Mar 19
April Fools' Day	Wed., Apr. 1	Thurs., Apr. 1	Sat, Apr 1
Palm Sunday	Sun., Mar. 29	Sun., Mar. 21	Sun, Apr 9
Passover begins at sundown	Wed., Apr. 1	Wed., Apr. 21	Mon, Apr 10
Good Friday	Fri., Apr. 3	Fri., Mar. 26	Fri, Apr 14
Easter	Sun., Apr. 5	Sun., Mar. 28	Sun, Apr 16
Earth Day	Wed., Apr. 22	Thurs., Apr. 22	Sat, Apr 22
Cinco de Mayo	Tues., May 5	Wed., May 5	Fri, May 5
Mother's Day	Sun., May 10	Sun., May 9	Sun, May 14
Memorial Day	Mon., May 25	Mon., May 31	Mon, May 29
Flag Day	Sun., June 14	Mon., June 14	Wed, Jun 14
Father's Day	Sun., June 21	Sun., June 20	Sun, Jun 18
*Juneteenth**	Fri., June 19	Sat., June 19	Mon, Jun 19
First day of summer	Sun., June 21	Mon., June 21	Tues, Jun 20
*Independence Day**	Sat., July 4	Sun., July 4	Tues, Jul 4
*Labor Day**	Mon., Sept. 7	Mon., Sept. 6	Mon, Sept 4
Patriot Day	Fri., Sept. 11	Sat., Sept. 11	Mon, Sept 11
Rosh Hashanah begins at sundown	Fri., Sept. 11	Fri., Oct. 1	Wed, Sept 20
First day of autumn	Tues., Sept. 22	Thurs., Sept. 23	Fri, Sept 22
Yom Kippur begins at sundown	Sun., Sept. 20	Sun., Oct. 10	Fri, Sept 29
*Columbus Day**	Mon., Oct. 12	Mon., Oct. 11	Mon, Oct 9
Indigenous Peoples Day	Mon., Oct. 12	Mon., Oct. 11	Mon, Oct 9
Halloween	Sat., Oct. 31	Sun., Oct. 31	Tues, Oct 31
Standard time begins	Sun., Nov. 1	Sun., Nov. 7	Sun, Nov 5
Election Day	Tues., Nov. 3	Tues., Nov. 2	Tues, Nov 7
*Veterans Day**	Wed., Nov. 11	Thurs., Nov. 11	Sat, Nov 11
*Thanksgiving**	Thurs., Nov. 26	Thurs., Nov. 25	Thurs, Nov 23
Hanukkah begins at sundown	Fri., Dec. 4	Fri., Dec. 24	Tues, Dec 12
First day of winter	Mon., Dec. 21	Tues., Dec. 21	Thurs, Dec 21
*Christmas**	Fri., Dec. 25	Sat., Dec. 25	Mon, Dec 25
Kwanzaa begins	Sat., Dec. 26	Sun., Dec. 26	Tues, Dec 26

** Federal Holiday in the United States*

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PHONE NUMBERS *important contacts*

NAME	TELEPHONE NO.	E-MAIL ADDRESS
Fire		
Police		
Rescue/Ambulance		
Doctor		
Hospital		

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PHONE NUMBERS *important contacts*

NAME	TELEPHONE NO.	E-MAIL ADDRESS

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NOTES

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FINANCIAL MANAGEMENT *keeping a monthly budget*

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

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

Category	Monthly Budget	Monthly Actual	Semester Budget	Semester Actual	School Year Budget	School Year Actual
INCOME						
From Job						
From Parents						
From Student Loans						
From Scholarships						
From Financial Aid						
Miscellaneous Income						
INCOME TOTAL						
EXPENSES						
Rent or Room and Board						
Utilities (Gas, Electric, Water)						
Telephone						
Groceries						
Car Payment/Transportation						
Insurance						
Gasoline/Oil						
Entertainment						
Eating Out/Vending						
Tuition						
Books						
School Fees						
Computer Expense						
Miscellaneous Expense						
EXPENSE TOTAL						
NET INCOME (Income minus expenses)						

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SAVINGS TRACKER

Saving for	Goal	Amount Saved	Date	Balance

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