

## Granada High School 2023-2024 HOME OF THE MATADORS

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@granadapride

## MISSION

Granada High School develops caring, knowledgeable, and active lifelong learners ready to contribute and thrive in an interconnected and changing world.

## VISION

Granada High School uses a focus on state standards, continuous technological developments, staff development, and a school-wide commitment to excellence and innovation in order to produce students who can problem solve; follow and apply logical processes; interpret and evaluate texts and data; effectively communicate in a global society, using a variety of media; and advocate for personal and community well-being.

## STUDENTS LEARNING OUTCOMES

Every Granada student will be able to:

- Follow and apply logical processes.
- Problem-solve.
- Interpret and evaluate texts and data.
- Inquire and reflect on their learning.
- Effectively communicate in a global society, using a variety of media.
- Advocate for personal and community wellbeing.


## GRANADA PRIDE

Granada values the establishment of positive expectations and positive reinforcement. All disciplinary actions, including those that use negative consequences, are intended to modify student behavior in the future.

Pride-I care for myself.
Respect-I care for others.
Integrity-I adhere to the expectations of others.
Diversity-l appreciate including many points of view.
Excellence-I am committed to improvement.

## ACADEMICS

## ACADEMIC HONORS

Students achieve Honor Roll status by earning a weighted GPA of 3.0 or above for 3 consecutive trimesters; Principal's Honor Roll for weighted GPA of 3.7 or above for 3 consecutive trimesters; and Top Scholar Award for weighted GPA of 4.0 or above for 3 consecutive trimesters. Principal's Honor Roll students are eligible to receive an Academic Block $G$ after three trimesters on Principal's Honor Roll. Students who earn Principals Honor Roll for 5 consecutive trimesters will earn an Academic Star. Additional stars awarded for 7 \& 9 consecutive trimesters on Principals Honor Roll. Valedictorian is an academic honor that is awarded to the most outstanding senior scholar. Granada calculates decile ranking in lieu of a GPA class rank.

## ACADEMIC PROGRESS AND REPORT CARDS

Students' grades are available through the online grade book, accessible through the Granada website. Midterm progress report grades will be visible midway through each trimester. Report cards are emailed home three times per year, arriving approximately two weeks after the end of each trimester.

## TRANSCRIPTS: YOUR ACADEMIC RECORD

The registrar's office maintains an accurate transcript for each Granada student that includes all courses taken, grades earned, and credit earned during the student's four years of high school. All courses taken at Granada are recorded; courses taken elsewhere are recorded only if they count toward the student's graduation progress and are taken at accredited institutions (such as other high schools or summer school programs, or district-approved online institutions). Courses taken more than once remain on the transcript and all grades and credit earned are counted toward graduation progress and computed in the student's cumulative GPA.

## WITHDRAWING FROM A COURSE

If a student withdraws from a course during the first five (5) days of the trimester, the course will be dropped from the student's course history. After 5 days and up to the end of the fourth week of the trimester, if an administrator determines that a student withdrawal from a course is warranted, then the student's course history will reflect a "W" if the student was passing or a "WF" if the student was failing. No withdrawals will occur after the fourth week of the trimester.

## Course Change Requests

Student schedules are created based off requests provided during registration in the spring. We cannot make changes to balance trimesters or move to a preferential period or teacher. If the schedule received by a student during Matador Days has everything needed to earn credits towards fulfilling graduation, then course change requests will not be honored.

## CHEATING

Cheating undermines the integrity of the educational process. Regardless of the importance or weight of the assignment, cheating is considered a serious offense and is one type of academic dishonesty.
Cheating is the taking of work, ideas, and/or effort of any other person and presenting it as one's own (including work of another student, an author, or from an internet source). Cheating is also defined as providing one's own work to be presented as another's. These definitions do not include directed group work or appropriate sharing/brainstorming in preparing an assignment.

## ACADEMIC HONESTY POLICY

The Academic Honesty Policy clearly defines academic honesty and academic dishonesty. Refer to the Policy found on the GHS website: Academics/Academic Honesty Policy.
Ways to avoid Academic Dishonesty

- Effectively cite all sources, even those that are paraphrased or summarized.
- Avoid conducting research when the assignment is to provide completely original work.
- Assure that all assignments given as independent work are completed individually and without the help or influence of others.


## First Occurrence

It is the teacher's discretion whether credit or make-up of assignment will be allowed. Parents are notified. A referral to a vice principal is issued. Academic dishonesty is logged in the student's record.
For IB only: One instance of academic dishonesty on any required element of the IB Diploma will automatically disqualify a student from earning the IB Diploma.
Subsequent Occurrences, Regardless of Class or Teacher No credit is given for the assignment. Parents and student will have a conference with a vice principal. It is possible grounds for failure of the course. When considering consequences for cheating, previous occurrences will be taken into account. Academic dishonesty is logged in the student's record.


## ATTENDANCE

Compulsory daily school attendance is a requirement for all students ages 6-18. The California Education Code defines school absences as either excused or unexcused. Excused absences are generally unavoidable and include the following: illness, funeral services for immediate family, quarantine, and medical/dental/eye appointments. All other absences are considered unexcused.
Parents/Guardians must send a note and/or phone the school to clear excusable absences within three school days. An absence not cleared within three days will count as a cut. Students with excessive absences may be required to submit a doctor's note.
Students who cut class will be assigned one 30-minute detention for each cut class. Excessive cuts will lead to loss of privileges.
Tardy and attendance policies will be enforced for the assigned Academic Support and Enrichment (ASE) period.
To report absences, please call the attendance recorder at 606-4800 $\times 3555$. For attendance issues during school hours, please call 606-4800 x3678.
Students who arrive to school after a medical appointment must check in at the attendance office with a doctor's note, and will be marked accordingly.
If students need to leave school during school hours, they must sign out in the attendance office before leaving. Parental authorization is required.

## TARDY POLICY

Tardies are not allowed. It is our expectation that students show up on time to class. The staff at Granada has developed consequences intended to deter students from being late to class. Students will be assigned one 30-minute detention if they accrue 3 tardies in any one class. Teachers will submit a tardy referral for each set of 3 tardies. If a student accrues additional referral (regardless of the class) the number of detentions assigned will multiply. Detention is held daily Mondays, Tuesdays, Thursdays and Fridays at 3:30 and Wednesdays at $2: 25$. Students who do not have $a 5^{\text {th }}$ period may serve Detention after the end of $4^{\text {th }}$ period.

## ID CARDS

ID cards are issued during Matador Days or when students enroll into Granada High School. Students must have their IDs with them AT ALL TIMES during the school day and at school events. Students must show their ID cards when checking out all textbooks. All purchases made at school (dance tickets, parking permits, spirit wear, etc.) must be accompanied by the ID. Lost cards should be replaced immediately; come to Student Services to have your lost card replaced. There is a $\$ 10$ charge to replace an ID card.

## LIBRARY AND TEXT BOOKS

All students will be issued textbooks and novels for use in courses. Students are expected to maintain the good condition of books and return them at the end of each trimester. Books not returned within a week of the end of the trimester will be considered lost, and students will be charged for the replacement cost of the book. A student's library account must be in good standing or a "hold" will be placed on involvement in activities until the debt is cleared. These activities include but are not limited to: purchasing dance tickets, purchasing parking permits, participating in off-campus lunch privileges (seniors), and receiving yearbooks.

## DRESS CODE

The Governing Board of the Livermore School District believes that appropriate dress and grooming contribute to a safe and productive learning environment. The Board expects students to give proper attention to personal cleanliness and wear clothes that are suitable for the school activities in which they participate. Students clothing shall not present a health or safety hazard or a distraction that would interfere with the educational process.

## CLOSED CAMPUS

Granada High School is a closed campus. Students are not permitted to leave campus during school hours (including break and lunch). Leaving campus without prior approval will result in disciplinary action that can include detention, suspension, and loss of extracurricular privileges. The student parking lot is off limits to all students during class time. Seniors who maintain good attendance and satisfactory progress toward graduation may earn the privilege of leaving campus during lunch. Seniors must show their current ID cards to exit campus at lunch.

## DELIVERIES

LVJUSD prohibits outside deliveries during school hours from stores, restaurants, Doordash, Ubereats, etc. When an unknown person comes onto campus with an unknown delivery we are potentially putting our students and staff at risk. Parents and guardians are part of our community and are not considered "outside" and as such may drop off lunches, homework, etc. to the office. Students may pick up delivered items in the office.

## PARKING ON CAMPUS

Unfortunately, there are not enough parking spaces on campus to accommodate all students who drive. We have, therefore, created a system whereby students may purchase parking permits at the beginning of each trimester. Students must have a permit to park in the student lot. Seniors have first priority, but must apply for a permit during Matador Days in August. Remaining permits will be made available the first week of school. Permits may be revoked for poor attendance, discipline issues, or unsafe driving. The parking lots on the GHS campus are monitored by Granada staff and citations that are reported to DMV will be issued to cars parked illegally or without the proper permit. Any tampering or duplication of parking permits will be a violation of the school discipline policy.

## ELIGIBILITY FOR ACTIVITIES

## STUDENT ACTIVITY AGREEMENT

All students will abide by the Student Activity Agreement that outlines their responsibilities for maintaining good standing so that they can participate in school activities. This agreement will be distributed the first week of school, and will be posted on the website.

# GRANADA HIGH SCHOOL STUDENT ACTIVITY AGREEMENT 2023-2024 

Granada High School offers students the opportunity to participate in a variety of activities including dances, sporting events, athletics, clubs and class field trips. The Secondary School Discipline Policy applies to all school-related activities including those that occur outside of the school day. All Granada students are expected to abide by this Student Activity Agreement. These policies apply to students during school and at school-related activities outside of the school day, including those that occur off of our campus.
As a student of Granada High School:

- I will bring my student ID card with me to all school activities, including athletic events, and show it upon request.
- I agree to follow the Secondary School Discipline Policy.
- I will not use, possess, or be under the influence of drugs and/or alcohol at school or school-related activities. I understand that I will be subject to screening by an alcohol detection device. If in violation of this policy, I will not be admitted to the event, and will be detained until a parent, guardian or authorities arrive to take responsibility. The consequences will be:
- Suspension from school for a minimum of 3 days
- Exclusion from extracurricular activities for 30 calendar days
- Exclusion from the next school dance
- I understand that attendance is very important. If I have 5 or more individual class periods of UNX, CUT, or PUX absences or 12 or more tardies in a trimester, I will not be allowed to participate in school activities for the remainder of the trimester. (UNX = not cleared within 3 days; CUT = cut; PUX $=$ not cleared within 3 days but verified through home contact.)
- I understand that if I participate in an after-school activity, I must attend school that day.
- I understand that if I am suspended for a total of 5 days, I will be excluded from school activities for 30 days and from the next school dance. If my suspension total for the school year exceeds 5 days, I will be excluded from activities and dances for the remainder of the school year.
- I agree to maintain appropriate behavior at all school functions. I will dress appropriately and dance respectively.
- I agree to be responsible for my actions and will represent myself, my family, and my school in a positive way.


## DANCES AND SPECIAL EVENTS

Granada High School holds several dances throughout the school year (Homecoming, Winter Ball, Junior Prom and Senior Ball). Dances are open to guests. No middle school students or students/guests over the age of 20 are allowed at GHS dances. Student safety is foremost; the law (SB1300) regarding persons ages 12-20 who possess or consume alcohol or drugs is in effect at all GHS dances and events. Students who want to invite a non-Granada student to a dance must complete a Dance Guest Pass Agreement. GHS students must complete a Dance Agreement for Junior and Senior Prom. GHS students must have their current ID card in order to buy their ticket; guests must have a valid picture ID to enter the dance.

## CLUBS ON CAMPUS

Granada encourages student involvement and supports their interests through clubs. Please take a look on our website under Student Life for a list of our current clubs and meeting times. Something missing? Come to Student Services for an application to start a new club!

## ELIGIBILITY OF ATHLETES

Granada High School considers all levels of athletes, including all men's and women's teams, dance team members, cheerleaders, and other spirit squad members, to be part of the athletic community. All members of our athletic community are representatives of Granada High and will be held to the highest standards of behavior both on and off the field.
Before beginning a season, each athlete must:

1. Meet all CIF, EBAL, and Granada High School eligibility requirements.
2. Pass a physical given by a medical doctor. Appropriate documentation will be kept on file in the Athletic Director's office.
3. Students concurrently enrolled at a community college must maintain a 2.0 GPA at GHS.
4. Sign and understand all necessary online forms through the athletic registration including the Granada Athletics Student-Athlete Expectations form.

| Sports Seasons: | Fall | Winter | Spring |
| :---: | :--- | :--- | :--- |
| Men's: | Cross Country | Basketball | Baseball, Diving |
|  | Football | Soccer | Golf, Lacrosse |
|  | Water Polo | Wrestling | Swimming, Tennis |
|  |  |  | Track, Volleyball |


| Women's: | Cross Country, Golf | Basketball | Diving, Lacrosse, |
| :--- | :--- | :--- | :--- |
|  | Flag Football, Tennis | Soccer | Softball, Stunt, |
|  | Volleyball, Water Polo | Wrestling | Swimming,Track |

## AVENUES OF COMMUNICATION

## COMMUNICATING WITH TEACHERS

Parent-Student-Teacher communication is an integral part of our education system. To this end, all teachers have voicemail and email (see website) which facilitates this communication. Teachers regularly check both and should reply within 48 hours. Should there be a need to contact a teacher with a question, comment or concern, please follow the guidelines listed below. If a problem arises, these guidelines will help expedite a successful resolution:

1. High school students are learning to be their own advocates. This is a valuable life skill and a powerful tool to develop as a young adult. Parents are welcome to contact teachers and alert them of an issue, but students should attempt to resolve the issue directly with the teacher.
2. Discussion of the issue should remain between student, parent, and the teacher. Soliciting public opinion without directly addressing the issue with the immediate parties concerned may hinder a successful resolution.
3. Remember, there are always two sides to every story. A student's concerns as well as the concerns of the teacher or administrator should be respectfully considered as resolution is reached.
4. Being open to discussing a problem/issue is a vital component to resolution.
5. After speaking with the teacher, if the issue is not resolved please contact your student's Vice Principal.

## CONFLICT RESOLUTION

Any problems that occur in a class should initially be discussed between the student (and parent) and the teacher. If the problem is not resolved to the satisfaction of both parties, the problem should then be discussed with the student's vice principal. If the vice principal, as mediator between the parent and teacher, is unable to resolve the conflict, the principal will be invited to participate in the final steps toward resolution.

## CONTACTING STUDENTS DURING SCHOOL HOURS

Students should have their cell phones turned off during school. Parents can call the attendance office at 606-4800 ext. 3678 if they need to contact their students during school hours.

## HOW TO CONTACT STAFF

To email a teacher, use the first letter of his/her first name and the entire last name followed by @lvjusd. org (i.e. for Andrew Smith, contact asmith@lviusd.org). To reach a teacher via voicemail, please call 606-4800 followed by the teacher's extension. The current staff directory is available on the Granada High School website: www.granadahigh.com.

## STUDENT SUPPORT SERVICES

Academic Counselor for last names A-E
$606-4800 \times 3521$
Academic Counselor for last names F - L
$606-4800 \times 3683$
Academic Counselor for last names M - Rn
$606-4800 \times 3522$
Academic Counselor for last names Ro - Z
$606-4800 \times 3590$
Athletic Director
$606-4800 \times 3636$
Attendance $606-4800 \times 3678$
Child Welfare \& Truancy
606-4800 x3509
Counseling \& Career Center $606-4800 \times 3560$
Library
$606-4800 \times 3523$
Student Services
$606-4800 \times 3511$
Registrar

## LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT'S TIP REPORTING SERVICE

Safety is one of our district's top priorities; therefore, we are now using SafeSchools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. Phone: 925-261-5050
2. Text: Text your tip to 925-261-8050
3. Email: 1180@alert1.us
4. Web: http://1180.alert1.us

Easily report tips on bullying, harassment, drugs, vandalism, intimidation or any other safety issue you're concerned about. You can submit a tip anonymously online or by telephone.


## Alma Mater

## Granada, Granada, we stand and

sing to thee,
We carry thy banner to every victory

The years here together shall last a lifetime thru,

To all thy rules of honor

## we e'er will be true

Too soon we will depart these halls and travel far and wide, But as we make our way through life,

Thy name we'll say with pride
Granada, Granada, thy honor never fail

To thee our Alma Mater, hear us,

Hail! Hail! Hail!

-pater- (father) - paternalistic, patronize, paternity, patriarch, expatriate, paterfamilias

WEEKLY GOALS

| Academic |  | Personal |  |
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-nov- (new) - novel, nova, novice, novitiate, Nova Scotia, innovation, renovate

opulence $\mathbf{n}$. - wealth. Visitors from other countries are often amazed at the opulence in this country.


-punct- (point) - punctuate, punctilious, puncture, punctual, acupuncture, contrapuntal

| Academic |  | Personal |  |
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traverse v. - go through or across. When you traverse this field, be careful not to step on the wildflowers.


-ject (throw) - eject, reject, conjecture, dejected, inject, subject, projection, interject

WEEKLY GOALS

| Academic |  | Personal |  |
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betroth $v$. - become engaged to marry. The announcement that they were betrothed surprised everyone.


-tion (act or state) - completion, reaction, devastation, production, creation, transition


evasive adj. - not frank; not direct. Her evasive answers convinced the judge she was withholding important information.

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-loc- (place) - locomotive, location, local, locus, relocate, dislocate, localize

WEEKLY GOALS

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denouement n . - outcome; final development in a play. The denouement was obvious as early as the middle of the first act.


-dox- (opinion) - orthodox, heterodox, doxology, indoctrinate, paradox

| Academic |  | Personal |  |
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impale v. - pierce. He was impaled by the spear his enemy hurled.

amphi- (both) - amphibious, amphitheater, amphibian, amphibole

| Academic |  | Personal |  |
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penchant n . - strong inclination; liking. She had a penchant for fine jewelry.

magn- (great) - Magna Carta, magnanimous, magnate, magnificent, magnum opus

WEEKLY GOALS

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WEEKLY GOALS

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restitution n . - payment for damage or loss. He offered to make restitution for the window he broke.



FRIDAY 3
NOV.

SATURDAY 4


SUNDAY 5
NOV.

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-phobia (fear) - claustrophobia, acrophobia, xenophobia, agoraphobia, hydrophobia


FRIDAY $/ \underset{\text { Nov. }}{10}$

SATURDAY/ 11


SUNDAY 12
NOV.

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frugality n . - thrift. We must live with frugality if we are to get ahead financially.

ortho- (straight) - orthopedics, orthodontist, orthodox, orthography, orthogonal

| WEEKLY GOALS |  |  |  |  |
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| Academic | Personal |  |  |  |
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deviate v. - turn away from; sidestep. Don't deviate from the truth.

-put- (think) - reputation, putative, impute, dispute, computer, disreputable

WEEKLY GOALS

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SATURDAY / 25
NOV

bogus adj. - counterfeit; not authentic. The police quickly found who was producing the bogus money.

-ver- (true) - verify, veracity, veritable, verdict, verisimilitude, aver, cinema verity

| Academic | $\checkmark$ | Personal | $\checkmark$ |
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PERIOD 5 $\qquad$

glut n . - overstock; fill to excess. The glut of athletic shoes gives buyers lots of choices.

matri- (mother) - matricide, matron, matriarch, matrimony, matrilineal



SATURDAY 9






## SUNDAY 10



Hanukkah begins at sundown
DAILY EVENTS
desecrate $\mathbf{v}$. - violate the sanctity of. The robbers desecrated the temple.

mega- (large) - megalith, megaphone, megalomania, megalopolis, megahertz


| THURSDAY 14 |
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PERIOD 2 $\square$
2

| PERIOD 3 |
| :--- | :--- |

PERIOD 4

FRIDAY 15


SATURDAY 16


SUNDAY 17
DEC.

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goad v . - urge on. The boy was goaded by his friends until he gave in to their wishes.

pop- (people) - popular, populist, populate, population, popularize, populous


| THURSDAY 21 |
| :--- |

PERIOD 2
DEC.
FRIDAY 22


SATURDAY 23


SUNDAY 24
DEC.

tureen n . - deep table dish for holding soup. Her great grandmother served soup in the tureen she received as a wedding gift.

-sangui- (blood) - sanguinary, sanguine, consanguinity, sangria


THURSDAY 28
DEC.





SATURDAY 30


SUNDAY 31
DEC.

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ornithology n . - study of birds. John James Audubon was a famous scholar of ornithology.

vita- (life) - vitamin, vitality, vital, revitalize, viable, vitalize

| Academic | $\boxed{ }$ | Personal |  |
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supple adj. - flexible; pliant. The fisherman found a supple tree limb to use as a fishing rod.


demo- (people) - democracy, demography, undemocratic, democratize

| Academic | $\boxed{ }$ | Personal |  |
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itinerary $\mathbf{n}$. - plan of a trip. She left her itinerary with us in case we need to contact her.

stereo- (solid) - stereoscope, stereophonic, stereotype, stereopticon, stereotropism



-ism (doctrine) - Marxism, capitalism, Imagism, Cubism, nihilism, pluralism


dissertation n . - formal essay. For her degree, she wrote a dissertation on learning disabilities.

cognosc-, -cognit- (to learn) - agnostic, incognito, cognition

| Academic | $\checkmark$ | Personal |  |
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amble v. - move at an easy pace. He ambled around the town.

-graph-, -gram (writing) - epigram, telegram, stenography

WEEKLY GOALS

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$\begin{array}{llllllllllllll}18 & 19 & 20 & 21 & 22 & 23 & 24 & 17 & 18 & 19 & 20 & 21 & 22 & 23\end{array}$


THURSDAY 8


PERIOD 4

SATURDAY $\underset{\text { FEB. }}{10}$


SUNDAY 11
FEB.

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-ile (pertaining to, capable of) - civil, ductile, puerile

| WEEKLY GOALS |  |  |  |  |  |  |
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adhere $\mathbf{v}$. - stick fast. I will adhere to my opinion until I'm proven wrong.

-dict- (to say) - abdicate, diction, verdict

WEEKLY GOALS

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## SATURDAY/24



SUNDAY $/ 25$

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ogle v. - look at with strong interest; stare. It is impolite to ogle at people walking by.

ab-, abs- (from, away from) - abduct, abdicate, absent

| WEEKLY GOALS |  |  |  |  |  |
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FRIDAY 1



SUNDAY 3
MAR.

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infamous adj. - notoriously bad. Jesse James was an infamous outlaw.


-jur-, -jurat- (to swear) - abjure, perjure, jury


S M T W T F S
$\begin{array}{llllll}1 & 2 & 3 & 4 & 5 & 6\end{array}$ $\begin{array}{llllllllllllll}3 & 4 & 5 & 6 & 7 & 8 & 9 & 7 & 8 & 9 & 10 & 11 & 12 & 13\end{array}$
$\begin{array}{lllllllllllll}10 & 11 & 12 & 13 & 14 & 15 & 16 & 14 & 15 & 16 & 17 & 18 & 19\end{array} 20$
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$\begin{array}{llllllll}24 & 25 & 26 & 27 & 28 & 29 & 30 & 28 \\ 29 & 30\end{array}$
31

verdigris n. - a green coating on copper due to weathering. The statue became coated with verdigris.


-solv-, -solut- (to loosen, explain) - absolve, dissolute, absolute


soporific adj. - sleep-producing. Thanksgiving dinner had a soporific effect on all our guests.


-cord- (heart) - accord, cordial, discord

| WEEKLY GOALS | 7 |  |  | MARCH |  |  |  |  |  |  | APRIL |  |  |  |  |  |  |
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| Academic | $\stackrel{\square}{\square}$ | Personal | $\stackrel{\square}{\square}$ | s | M | T | w | T | F | S | S | M | T | w | T | F S |  |
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|  |  |  |  | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
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antipathy n . - aversion. The author had a fundamental antipathy to reading on a tablet computer.

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acr- (sharp) - acrimonious, acerbity, acidulate

WEEKLY GOALS

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ruddy adj. - having a healthy red color. The baby's ruddy skin was a sign of good health.




maudlin adj. - tearfully sentimental. I am annoyed when a movie turns needlessly maudlin.


ad- (to, forward) - admit, adhere, advance

| Academic | $\boxed{ }$ | Personal |  |
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vilify v. - make abusive and slanderous statements toward someone. The Nazi propaganda vilified the Jews.


-mon-, -monit- (to warn) - admonish, premonition, monitor

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agri-, agrari- (field) - agrarian, agriculture

tractable adj. - manageable. His new computer made complex graphic design more tractable, so he got more done.


-ali- (another) - alias, alienate, inalienable
WEEKLY GOALS

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 26 | 27 | 28 | 29 | 30 | 31 |  | 23 | 24 | 25 | 26 | 27 | 28 | 29 |

## THURSDAY 2

FRIDAY
3
SATURDAY $\underset{\text { MAY }}{4}$

PERIOD 4


SUNDAY 5

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| Cinco de Mayo |
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steadfast adj. - firm; unwavering. The president spoke with steadfast resolve.


alter- (other) - alternator, alteration, alter ego, alternative, altruism, altercation
WEEKLY GOALS

| Academic |  | Personal |  |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 26 | 27 | 28 | 29 | 30 | 31 |  | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
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incite v. - stir up; provoke. The movie incited a riot.


amat- (love) - amatory, amateur, amorous, amiable, amigo, amour
WEEKLY GOALS

| Academic |  | Personal |  |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 26 | 27 | 28 | 29 | 30 | 31 |  | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
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## THURSDAY 16 <br> MAY

FRIDAY $/ \underset{\text { MAY }}{17}$
SATURDAY 18



SUNDAY 19
MAY

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awry adj., adv. - crooked; amiss; wrong. The surprise party went awry when he learned of their plans.
$\square$

ambi- (both) - ambidextrous, ambiguous, ambivalent

taciturn adj. - quiet; not speaking much. Because of his taciturn demeanor, it was easy for Harry to be a mime.


an- (without) - anarchy, anemia, anesthesia
WEEKLY GOALS

| Academic |  | Personal |  |
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FRIDAY
31
SATURDAY 1

SUNDAY 2

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fortitude n . - courage. It took a lot of fortitude to confess to cheating on the exam.


-arch- (ruler, first) - anarchy, archeology, archbishop

| Academic |  | Personal |  |
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extraneous adj. - not essential. Putting in hardwood flooring was an extraneous expense.

T U E S D A Y
WEDNESDAY THURSDAY


REMINDERS ${ }^{-}$


TUESDAY



WEDNESDAY THURSDAY

22

REMINDERS $\downarrow$



REMINDERS $\downarrow$


## ALGEBRA

## Expanding

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

## 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\} $\left(a^{r}\right)^{s}=a^{\text {rs }}$
\{5\} $(a b)^{r}=a^{r} b^{r}$
\{6\} $(a / b)^{r}=a^{r} / b^{r}(b \neq 0)$
\{7\} $a^{0}=1(a \neq 0)$
\{8\} $\mathrm{a}^{-\mathrm{r}}=1 / \mathrm{a}^{\mathrm{r}}(\mathrm{a}=0)$

## Logarithms

\{1\} $\log (x y)=\log x+\log y$
\{2\} $\log x^{r}=r \log x$
\{3\} $\log \mathrm{x}=\mathrm{n} \longleftrightarrow \mathrm{x}=10^{\mathrm{n}}$ (Common $\log$ )
\{4\} $\log _{\mathrm{a}} \mathrm{x}=\mathrm{n} \longrightarrow \mathrm{x}=\mathrm{a}^{\mathrm{n}}$ (Log to the base a)
$\{5\} \operatorname{Ln} \mathrm{x}=\mathrm{n} \longleftrightarrow \mathrm{x}=\mathrm{e}^{\mathrm{n}}$ (Natural $\log$ )
\{6\} $\log (x / y)=\log x-\log y$
$e=2.71828183$
if $r$ ands are positive integers

## Quadratic Formula

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

The solution can be derived using the quadratic formula $\rightarrow$


## MATHEMATICAL SYMBOLS

| + | plus | $>$ | greater than | 0 | circle |
| :---: | :---: | :---: | :---: | :---: | :---: |
| - | minus | $<$ | less than | $\bigcirc$ | arc of circle |
| $\pm$ | plus or minus | $\geq$ | greater than or equal to | $\square$ | square |
| X | multiplied by | $\leq$ | less than or equal to | $\square$ | rectangle |
| $\div$ | divided by | $\infty$ | infinity | $\square$ | parallelogram |
| $=$ | equal to | : | is to (ratio) | $\triangle$ | triangle |
| $\neq$ | not equal to | : | as (proportion) | $\angle$ | angle |
| $\approx$ | nearly equal to | $\pi$ | pi (--3.14159) | L | right angle |
| $\sqrt{x}$ | square root of $x$ | $\therefore$ | therefore | 1 | perpendicular |
| $\sqrt[n]{x}$ | --- root of $x$ |  | because | 1 | parallel |
| \% | percentage | $\|\mathbf{x}\|$ | absolute value of x | - | degrees |
| $\Sigma$ | sum of | $\cdots$ | 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.

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

MULTIPLICATION TABLE

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



| ISOSCELES TRIANGLE | Circumferenc Area of <br>  <br> h <br> ce area of a $=2 \pi r h+2 \pi r$ <br> of a cylinder <br> $=\pi r^{2} h$ |  | RECTANGULAR PRISM |
| :---: | :---: | :---: | :---: |
| Area = bh/2 |  | of a circle $=2 \pi r$ ircle $=\pi r^{2}$ | ace area of a prism = $2(w l+l h+w h)$ <br> e of a prism = $\mathrm{l} \times \mathrm{w} \times \mathrm{h}$ |
| SPHERE |  | CONE | PYRAMID |
| Surface area of a sphere $=4 \pi \mathrm{r}^{2}$ Volume of a sphere $=4 \pi r^{3} / 3$ |  | Surface area of a cone $=\pi \mathrm{rl}+\pi \mathbf{r}^{2}$ ( $l=$ slant height $)$ Volume of a cone $=\pi \mathrm{r}^{2} \mathrm{~h} / 3$ | Surface area of a pyramid = B + Lateral Area (Lateral area=sum of triangular faces) Volume of a pyramid $=\mathbf{B h} / 3$ ( $B=$ area of base) |


$\angle \mathrm{x}=90^{\circ}$
( $P Q$ is the diameter)


C is the center of the circle

$\angle \mathbf{a}=\angle \mathbf{b}$
(Both angles intercept arc $A B$ )

## 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 | $\{\mathrm{OH}\}$ | 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 |



No. President
\{1\} George Washington
John Adams
Thomas Jefferson
James Madison
\{6\} John Quincy Adams
(8) Andrew Jackson
\{9\} William Henry Harrison*
11)

James K. Polk
13\} Millard Fillmore
\{14\} Franklin Pierce
\{15\} James Buchanan
raham Lincoln*
$18\}$
Ulysses S. Grant
化作ord B. Hayes
Chester A. Arthur
\{22\} Grover Cleveland
23\} Benjamin Harrison
$\{24\}$ Grover Cleveland William McKintey Theodore Roosevelt Theodore Roosevelt
\{27\} William H. Taft
Woodrow Wilson

Calvin Coolidge
\{32\} Franklin D. Roosevelt
Franklin D. Roosevelt Franklin D. Roosevelt Franklin D. Roosevelt*

Harry S. Truman
Dwight D. Eisenhower
\{36\} Lyndon B. Johnson Lyndon B. Johnson Richard M. Nixon Gerald R. Ford $\{39\}$ James E. Carter, Jr.
40) Ronald Reagan Ronald Reagan
, Bush Clinton George W. Bush George W. Bush
44) Barack H. Obama Barack H. Obama
\{45\} Donald Trump
Joseph R. Biden, Jr.

Party Native State
Unaffiliated.
Dem.-Rep.
Massachusetts
irginia
Dem.-Rep. Virginia ${ }^{\dagger}$
Dem.-Rep. Virginia
Dem.-Rep. Massachusetts ${ }^{\dagger}$
Carolinas ${ }^{\dagger}$

New Yor
Virginia
North Carolina
New York
New Hampshire
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North Carolina

Ohio
ermont
New Jersey
New Jersey

New York
Ohio

Ohio

Iowa
New York
an. 20, 1937-an. 20 Jan. 20, 1941-Jan. 20, 1945
an. 20, 1945-April 12, 1945
April 12, 1945-Jan. 20, 1949
an. 20, 1953Jan. 20, 1957-Jan. 20, 1961
an. 20, 1961-Nov. 22, 1963
Nov. 22, 1963-Jan. 20, 1965
Jan. 20, 1965-Jan. 20, 1973
Jan. 20, 1969-Jan. 20, 1973
Aug 9 1974Jan. 20, 1977-Jan. 20, 1981
an. 20, 1981-Jan. 20, 1985 Jan. 20, 1985-Jan. 20, 1989
Jan. 20, 1989-Jan. 20, 1993
Jan. 20 1993-Jan. 20, 1997
an. 20,2001 - 20,2005 Jan. 20, 2005-Jan. 20, 2009
an. 20, 2009-Jan. 20, 2013 Jan. 20, 2013-Jan. 20, 2017
an. 20, 2017-Jan. 20, 2021
Jan. 20, 2021-

Vice President
John Adams
homas jefferson
Aaron Burr
ge Clinton
George Clinton
Did. Tonk Danie C. Tomkin

John C. Calhoun*
Martin Van Buren
Richard M. Johnson
John Tyler
George M. Dallas

William R. King* John C. Breckinridg Hannibal Hamlin

Schuyler Colfax
Henry Wilson*
William A. Wheeler

Thomas A. Hendricks*
Levi P. Morton
Adlai E. Stevenson
Hobart

Charles W. Fairbanks
James S. Sherman*
homas R. Marshall
Calvin Coolidge
Dawes
John N. Garner
Henry A. Wallace Harry S. Truman

Alben W. Barkley Richard M. Nixon

Gerald R. Ford*
Nelson Rockefeller
Walter Mondale

Dan Quayle
Albert Gore, Jr.

Joseph R. Biden, Jr.
Mike Pence
Kamala Harris

## GEOGRAPHY United States map



## ENVIRONMENTAL AWARENESS recycling

## FACTS

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

WHAT CAN BE RECYCLED?

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

## 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 make up a rhyme.
\{7\} Visualize the information in your mind.
a. See the picture clearly and vividly.
b. Exaggerate and enlarge things.
c. See it in three dimensions.
d. Put yourself into the picture.
e. Imagine an action taking place.
\{8\} Link the information together to give it meaning.
\{9\} Use the information whenever you can. Repetition is the key to memory.

## TIPS FOR TAKING STANDARDIZED TESTS

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

LISTENING SKILLS

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

## To help develop listening skills:

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

## HOMEWORK SKILLS

$\rightarrow$ Keep track of your daily assignments in this datebook so you will always know what you have to do.
$\rightarrow$ 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.
$\rightarrow$ It is your responsibility to find out what you have missed when you are absent. Take the initiative to ask a classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
$\rightarrow$ Have a place to study that works for you - one that is free from distractions. Be honest with yourself about using the TV or listening to music during study time. Make sure you have everything you need before you begin to work.
$\rightarrow$ Develop a schedule that you can follow. Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
$\rightarrow$ Prioritize your homework so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
$\rightarrow$ Study for 30-40 minutes at a time, then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.

## SUCCESS SKILLS successful notetaking

## SUCCESSFUL NOTETAKING

$\rightarrow$ Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
$\rightarrow$ Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
$\rightarrow$ Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information the teacher specifically identifies as important.
$\rightarrow$ 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.
$\rightarrow$ 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.
$\rightarrow$ 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.
$\rightarrow$ Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
$\rightarrow$ 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.
$\rightarrow$ Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
$\rightarrow$ Make sure your notes summarize, not duplicate, the material.
$\rightarrow$ Devise your own use of shorthand.
$\rightarrow$ Vary the size of titles and headings.
$\rightarrow$ Use a creative approach, not the standard outline form.
$\rightarrow$ Keep class lecture notes and study notes together.


## PREPARING FOR COLLEGE

## The College Application Process

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

## Steps for Juniors

\{1\} Talk to your counselor about filling your junior-year class schedule with coursework in English, foreign language, social studies, science, and mathematics. It is recommended that students take as many mathematics courses as possible.
\{2\} Colleges are looking for well-rounded students in the arts, business, drama, and speech.
\{3\} Find out when potential universities are visiting your school or when your school is going on visits to potential colleges.
\{4\} It is best to visit campuses when classes are in session. (Not spring break, Christmas or any major holiday.)
\{5\} Take a course that prepares you for the SAT or ACT.
\{6\} At the beginning of your junior year, take the PSAT exam to practice for the SAT.
\{7\} Take the SAT or ACT in the spring of your junior year. If you feel the score does not reflet your ability, retake the exam during your senior year.
\{8\} Start applying for any scholarships for which you are qualified.
\{9\} If you know your intended field of study in college, schedule your senior year with an emphasis in that area.
$\{10\}$ Plan to visit as many colleges during the summer as possible.
Steps for Seniors
\{1\} Attend as many college fairs as possible in your local area.
\{2\} Visit as many institutions and universities as possible. It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)
\{3\} When visiting colleges, meet with the admissions office, and financial aid office, as well as speak with professors in your intended field of study.
\{4\} Talk to older friends and students about that particular college or university.
\{5\} Ensure that your SAT or ACT scores meet the requirments of the colleges and universities that interest you. If necessary, retake the entrance exams.
\{6\} Make a list of admission deadlines at the colleges you are interested in attending.
\{7\} Submit completed college applications to your guidance counselor, and be sure to include any application fees.
\{8\} File a financial aid form.
\{9\} Inquire about any available scholarships, and be sure to meet the appropriate requirements and deadlines.
$\{10\}$ Keep a file of any correspondence from potential colleges for future reference.

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

| Category | Monthly <br> Budget | Monthly <br> Actual | Semester <br> Budget | Semester <br> Actual | School Yr. <br> Budget | School Yr. <br> 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 <br> (Income minus expenses) |  |  |  |  |  |  |


|  | 2023 | 2024 | 2025 |
| :---: | :---: | :---: | :---: |
| New Year's Day* | Sun., Jan. 1 | Mon., Jan. 1 | Wed., Jan. 1 |
| Martin Luther King Jr. Day* | Mon., Jan. 16 | Mon., Jan. 15 | Mon., Jan. 20 |
| Groundhog Day | Thurs., Feb. 2 | Fri, Feb. 2 | Sun., Feb. 2 |
| Lunar New Year | Sun., Jan. 22 | Sat., Feb. 10 | Wed., Jan. 29 |
| Lincoln's Birthday | Sun., Feb. 12 | Mon., Feb. 12 | Wed., Feb. 12 |
| Valentine's Day | Tues., Feb. 14 | Wed., Feb. 14 | Fri., Feb. 14 |
| Presidents' Day* | Mon., Feb. 20 | Mon., Feb. 19 | Mon., Feb. 17 |
| Washington's Birthday | Wed., Feb. 22 | Thurs., Feb. 22 | Sat., Feb. 22 |
| Ash Wednesday | Wed., Feb. 22 | Wed., Feb. 14 | Wed., Mar. 5 |
| Daylight saving time begins | Sun., Mar. 12 | Sun., Mar. 10 | Sun., Mar. 9 |
| St. Patrick's Day | Fri., Mar. 17 | Sun., Mar. 17 | Mon., Mar. 17 |
| First day of spring | Mon., Mar. 20 | Tues., Mar. 19 | Thurs., Mar. 20 |
| April Fools' Day | Sat., Apr. 1 | Mon., Apr. 1 | Tues., Apr. 1 |
| Palm Sunday | Sun., Apr. 2 | Sun., Mar. 24 | Sun., Apr. 13 |
| Passover begins at sundown | Wed., Apr. 5 | Mon., Apr. 22 | Sat., Apr. 12 |
| Good Friday | Fri, Apr. 7 | Fri., Mar. 29 | Fri., Apr. 18 |
| Easter | Sun., Apr. 9 | Sun., Mar. 31 | Sun., Apr. 20 |
| Earth Day | Sat., Apr. 22 | Mon., Apr. 22 | Tues., Apr. 22 |
| Cinco de Mayo | Fri., May 5 | Sun., May 5 | Mon., May 5 |
| Mother's Day | Sun., May 14 | Sun., May 12 | Sun., May 11 |
| Memorial Day* | Mon., May 29 | Mon., May 27 | Mon., May 26 |
| Flag Day | Wed., June 14 | Fri., June 14 | Sat., June 14 |
| Father's Day | Sun., June 18 | Sun., June 16 | Sun., June 15 |
| Juneteenth* | Mon., June 19 | Wed., June 19 | Thurs., June 19 |
| First day of summer | Wed., June 21 | Thurs., June 20 | Fri., June 20 |
| Independence Day* | Tues., July 4 | Thurs., July 4 | Fri., July 4 |
| Labor Day* | Mon., Sept. 4 | Mon., Sept. 2 | Mon., Sept. 1 |
| Patriot Day | Mon., Sept. 11 | Wed., Sept. 11 | Thurs., Sept. 11 |
| Rosh Hashanah begins at sundown | Fri., Sept. 15 | Wed., Oct. 2 | Mon., Sept. 22 |
| First day of autumn | Sat., Sept. 23 | Sun., Sept. 22 | Mon., Sept. 22 |
| Yom Kippur begins at sundown | Sun., Sept. 24 | Fri., Oct. 11 | Wed., Oct. 1 |
| Columbus Day* | Mon., Oct. 9 | Mon., Oct. 14 | Mon., Oct. 13 |
| Halloween | Tues., Oct. 31 | Thurs., Oct. 31 | Fri., Oct. 31 |
| Standard time begins | Sun., Nov. 5 | Sun., Nov. 3 | Sun., Nov. 2 |
| Election Day | Tues., Nov. 7 | Tues., Nov. 5 | Tues., Nov. 4 |
| Veterans Day* | Sat., Nov. 11 | Mon., Nov. 11 | Tues., Nov. 11 |
| Thanksgiving* | Thurs., Nov. 23 | Thurs., Nov. 28 | Thurs., Nov. 27 |
| Hanukkah begins at sundown | Thurs., Dec. 7 | Wed., Dec. 25 | Sun., Dec. 14 |
| First day of winter | Thurs., Dec. 21 | Sat., Dec. 21 | Sun., Dec. 21 |
| Christmas* | Mon., Dec. 25 | Wed., Dec. 25 | Thurs., Dec. 25 |
| Kwanzaa begins | Tues., Dec. 26 | Thurs., Dec. 26 | Fri., Dec. 26 |

[^1]
[^0]:    hedonism $\mathbf{n}$. - belief that pleasure is the sole aim in life. Hedonism and asceticism are opposite philosophies of human behavior.

[^1]:    * Federal Holiday in the United States

