2011-2012

JULY 2011

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AUGUST 2011

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SEPTEMBER 2011

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OCTOBER 2011

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NOVEMBER 2011

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DECEMBER 2011

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JANUARY 2012

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FEBRUARY 2012

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MARCH 2012

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APRIL 2012

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MAY 2012

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JUNE 2012

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2012-2013

JULY 2012

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AUGUST 2012

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SEPTEMBER 2012

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OCTOBER 2012

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NOVEMBER 2012

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DECEMBER 2012

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JANUARY 2013

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FEBRUARY 2013

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MARCH 2013

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APRIL 2013

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MAY 2013

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JUNE 2013

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The Ultimate Weekly Planner for Teens

apologiaPress
RESOURCES FOR THE HEART AND MIND

The Ultimate Weekly Planner for Teens

SCHOOL YEAR:

NAME:

ADDRESS:

PHONE: **E-MAIL:**

FIRST SEMESTER	CLASSES	SECOND SEMESTER

Order brings peace
- St. Augustine (traditional)

First Semester

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00 AM							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
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12:00 PM							
12:30							
1:00							
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2:30							

	3:00	3:30	4:00	4:30	5:00	5:30	6:00	6:30	7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00

SUNDAY	MONDAY	TUESDAY	WEDNESDAY

Notes

Your hands made me and formed me; give me understanding to learn your commands. May those who fear you rejoice when they see me, for I have put my hope in your word. **Psalm 119:73–74**

THURSDAY	FRIDAY	SATURDAY	MINDWORKS
			Scientists have found that being outside in a natural environment can improve learning within minutes—especially if you are surrounded by biodiversity (such as in the woods). Conversely, trying to work or learn in an urban setting, such as a crowded city, has been associated with reducing cognitive load (your maximum brain power). (Boston.com, Jan 2, 2009)
			"I only went out for a walk and finally concluded to stay out till sundown, for going out, I found, was really going in." ~ John Muir

Notes

$\oplus$ = 1 HR. WEEK OF; SUBJECTS;	M TIME ON TASK;	T TIME ON TASK;	W TIME ON TASK;
	$\oplus$ $\oplus$	$\oplus$ $\oplus$	$\oplus$ $\oplus$
	$\oplus$ $\oplus$	$\oplus$ $\oplus$	$\oplus$ $\oplus$
	$\oplus$ $\oplus$	$\oplus$ $\oplus$	$\oplus$ $\oplus$
	$\oplus$ $\oplus$	$\oplus$ $\oplus$	$\oplus$ $\oplus$
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Doodle Spot

TH TIME ON TASK;	F TIME ON TASK;	S/S	NOTES
⊕ ⊕	⊕ ⊕	⊕ ⊕	
⊕ ⊕	⊕ ⊕	⊕ ⊕	
⊕ ⊕	⊕ ⊕	⊕ ⊕	**DUE;** ☐ ☐ ☐ ☐
⊕ ⊕	⊕ ⊕	⊕ ⊕	**APPOINTMENTS/ WORK SCHEDULE;**
⊕ ⊕	⊕ ⊕	⊕ ⊕	**DEVOTIONS;** S M T W T F S

Think Pad

Credit Tracker

Fill in the name of the courses you have completed.

What I need to graduate	subject	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	Check when completed
credits						
4	English					○○○○ ☐☐☐☐
	Math					○○○○ ☐☐☐☐
	Science					○○○○ ☐☐☐☐
	Social Studies					○○○○ ☐☐☐☐
	Arts					○○○○ ☐☐☐☐
	Health & Phys Ed					○○○ ☐☐☐☐
	Foreign Languages					○○○○ ☐☐☐☐
						○○○○ ☐☐☐☐
						○○○○ ☐☐☐☐

REQUIRED CREDITS

ELECTIVE CREDITS

☐ = 1 credit ○ = .5 credit

Number of credits required for graduation:
Number of credits completed:

PERIOD
Put a period:

at the end of a complete sentence that is a statement
The cat is watching the birds.

after an indirect question
She asked what was wrong.

COMMA
Use a comma:

to separate the words or phrases in a series
I'll finish my physics course with blood, sweat, and tears.

to separate two adjectives when the word and can be inserted between them
The squawking, green parrot commanded our attention.

to set off the name or title of someone directly addressed
Sir, may I take your coat for you? Yes, Alex, you may.

to separate the day of the month from the year and after the year. No comma is needed if any part of the date is omitted.
She was born on August 11, 1967, in Sun Valley, Idaho. Her brother was born the same day in August 1970.

to set off phrases that interrupt sentence flow
I am, as I'm sure you are aware, very late for this class.

when starting a sentence with a dependent clause. A dependent clause following an independent clause is not set off with a comma.
Before you can go to the movie, you have to finish cleaning your room. The chores must be done if you want to go out with friends.

after an introductory phrase of more than three words
At the end of the day, we were exhausted by the heat and hard work.

to set off a nonessential description when someone or something is clearly identified (If the description is necessary to identify the subject, then commas are not used.)
Sally, who has a pickup truck, said the roads are still passable. The girl who had a van said they are not.

to separate two independent clauses joined by a coordinate conjunction (*and, but, so, for, or,* and *nor*) unless the clauses are short (If a subject does not appear in front of the second verb, then do not use a comma because there is a compound verb rather than two independent clauses.)
The last thing we need is another downpour, but more rain is in the forecast. It rained and it poured. I needed some eggs for this recipe but forgot to pick them up at the store.

to separate contrasting parts of a sentence
This is my book, not yours.

after introductory words such as *well, now,* or *yes*
Yes, that is what she said. Now, let's leave immediately.

SEMICOLON
Use a semicolon:

to connect two independent clauses when the conjunction is omitted
The last train arrived an hour ago; the first train leaves at 6 a.m. tomorrow.

before conjunctive adverbs such as *however, therefore,* and *nevertheless* and before transitional phrases such as in *addition, for example,* and *on the other hand* when they connect two independent clauses. (A comma follows the adverb or phrase.)
The conductor says the 6 o'clock train is typically punctual; however, it is also typically sold out. He recommends that we take a cab to a later station; for example, White Hall, Newbury, and Exton are all along this line.

to connect items in a series if commas are already used within the series
Our trip included stops in Florence, Italy; Zurich, Switzerland; Nice, France; and Vienna, Austria.

to connect independent clauses joined by a conjunction if a comma has already been used in the first part
Even though our flight was delayed, I was able to rebook us on another airline; and we still arrived at our port before the cruise ship left the dock.

COLON
A colon follows a complete sentence. Use a colon:
to introduce a list
We were required to bring the following: our passport, travel itinerary, and train tickets.

to connect two complete sentences when the second sentence explains or illustrates the first and a conjunction is not used
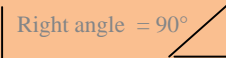I enjoy traveling: Paris and London are my favorite destinations.

QUOTATION MARKS
Use quotation marks:
to set off quoted or spoken language (Periods and commas fall inside the marks; semicolons and colons outside. Question marks go inside if the quote asks a question, outside if the quote is part of a question.)

Algebra Crib Sheet

Expanding	Factoring	Roots of a quadratic
$a(b+c)=ab + ac$	$a^2 - b^2 = (a+b)(a-b)$	The solution for a quadratic equation $ax^2+bx+c=0$ is given by the quadratic formula
$(a-b)^2 = a^2 - 2ab + b^2$	$a^3b - ab = ab(a+1)(a-1)$	
$(a+b)^2 = a^2 + 2ab + b^2$	$a^2 + 2ab + b^2 = (a+b)^2$	$x = \dfrac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
$(a+b)(c+d) = ac + ad + bc + bd$	$a^3 + b^3 = (a+b)(a^2-ab+b^2)$	**Logarithms**
$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$	$a^2 - 2ab + b^2 = (a-b)^2$	$y = log_b(x) \Longleftrightarrow x = b^y$ (definition of a logarithm)
$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$	$a^3 - b^3 = (a-b)(a^2+ab+b^2)$	$log_b(1) = 0$ (logarithm of one)

Exponents	$log_b(b) = 1$ (logarithmic identity)
$x^0 = 1$ (zero rule)	$log_b(xy) = log_b(x) + log_b(y)$ (sum of logarithms)
$x^1 = x$ (1 rule)	$log_b\left(\dfrac{x}{y}\right) = log_b(x) - log_b(y)$ (difference of logarithms)
$a^x a^y = a^{(x+y)}$ (addition of exponents rule)	$log_b(x^n) = n\,log_b(x)$ logarithm of an exponential
$\dfrac{x^a}{x^b} = x^{a-b}$ (subtraction of exponents rule)	$log_b(x) = log_b(c)\,log_c(x) = \dfrac{log_{c}(x)}{log_c(b)}$ logarithm base conversion

$a^x b^x = (ab)^x$ (distributive property of exponents rule)	$e = 2.71828183$
$(a^x)^y = a^{xy}$ (power rule of exponents)	$\pi = 3.14159265$
$x^{\frac{a}{b}} = \sqrt[b]{x^a}$ (Fractional Exponent to Fractional Root Relationship)	$i^2 = -1$ $i^3 = -i = \dfrac{1}{i}$ $i^4 = 1$
$x^{(\frac{1}{2})} = \sqrt{x}$ (definition of a square root)	Equilateral triangle – all sides; all angles are equal.
$x^{-a} = \dfrac{1}{x^a}$ (negative exponent definition)	Scalene triangle – no sides; no angles are equal.
obtuse >90° Right angle = 90° acute < 90°	isosceles- two sides; two base angles are equal