



# Student Guide

## THE PLANNER

### FOR STUDENTS

- A handy tool to keep with you at school and at home.
- A work tool in which to note your homework, test dates and anything else that you must remember.
- A guide which helps you organize your work, study more effectively and obtain better results.
- A memory jogger which enables you to save valuable time.

### FOR PARENTS

- A simple and effective means of communication between school and home.
- A way to follow your child's progress on a daily basis.
- A channel for improved dialogue between parent and child.

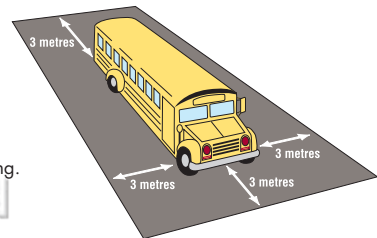
## STUDY TIPS

- Studying at the same location helps improve concentration and output.
- Studying at the same time each day makes you more inclined to work and concentrate.
- Lack of distractions (radio, television, etc.) near the work area helps keep your mind on your work.
- Studying in a cool and well-ventilated room stimulates brain activity.
- A well-lit room reduces fatigue and the risk of eyestrain.
- Before starting work on a subject, put all the materials you will need on your desk.
- Studying in bed or slouched in a comfortable armchair leads to drowsiness and hampers concentration.
- Reading important passages of a text aloud to yourself helps you to remember its content.
- Asking yourself questions—or having someone else ask them—about the material studied lets you check how much you have learned.
- Taking a few minutes' break after studying a subject helps you to remember it better.
- Reviewing in the evening material learned during the day enables you to absorb it more thoroughly.
- Peace and quiet are essential to effective study.

## MAIN SAFETY RULES IN THE BUS

### Before Boarding the Bus

- I must be punctual and reach the bus stop before the arrival of the school bus.
- While waiting for the bus, I never stand or play in the street.
- If I must cross the street to board the bus, I wait until the bus comes to the bus stop, the flashing lights are on, and the bus driver directs me to cross and board the bus.
- I stay away from the school bus danger zone. I never go back to the bus after getting off. If I drop something near or under the bus, I leave it there.
- I line up quickly in single file and board the school bus in an orderly fashion, without shoving.
- I board the school bus and disembark only at the designated stop.



### While on the Bus

- I follow the bus driver's instructions at all times.
- I follow all safety rules and regulations. Any misbehaviour will be reported to the principal of the school or the designated person and will be dealt with accordingly.
- I remain seated until the bus comes to a complete stop.
- I keep books and parcels on my lap.
- I keep the central aisle clear at all times.
- I show the same courtesy, respect and obedience to the bus driver as I would to my parents and teachers.
- I refrain from distracting the bus driver with loud talking, screaming or unnecessary conversation.
- I help to maintain a clean bus.
- I respect other people's property; I am responsible for any damage I may cause.
- In case of a road emergency, I remain on the bus unless directed otherwise by the bus driver.
- I do not bring any animals or bulky articles on the bus.
- I ensure that skates or other potentially dangerous objects are equipped with protective guards and are carried in a protective bag, that I keep at my feet.
- I keep my arms, legs and head inside the bus at all times.
- I avoid throwing things and fighting.
- I refrain from smoking, swearing, shouting and spitting.

### Getting off the Bus

- Before leaving the bus, I check that I have not forgotten any personal belongings.
- I avoid running while getting on or off the bus.
- When I must walk along side of the bus after climbing out, I stay at least 3 metres away from the wheels.
- I never stand or hang onto the back of the school bus when it moves off again.
- When walking in front of the bus, I keep at least 3 metres away from it so that the bus driver will see me; before crossing the rest of the road, I look in both directions, wait for the bus driver's signal, and then proceed with caution, while continuing to check for oncoming traffic.

# STAND UP to bullying

**Remember that you do not deserve to be bullied or harassed.**

## For those who are experiencing bullying

- Talk to an adult that you trust.
- Spend your time with friends who you can count on to support and stick up for you.
- Appear confident and let the person doing the bullying know that it is not okay.
- Stand up for yourself without being aggressive.

## For those who are bullying others

- Talk to someone you trust who can help you find ways to have healthy relationships.
- Ask a friend to tell you if they notice if you start to bully others.
- You do not have to like everybody, but you do have to respect everybody.
- Challenge yourself to be more inclusive of others and to be a good friend.
- Everyone has power. Use yours in a positive way to help others, not hurt them.

## For those who are witnessing bullying

- By getting help, you are part of the solution.
- If you see somebody who is being bullied, assess the situation; intervene if you feel safe.
- Don't laugh or cheer on bullying—refuse to go along with it.
- Talk to the person who has been bullied. Let them know that they do not deserve to be treated like that and show them that you care.



## No to cyberbullying

- Protect your personal information online—never give out your passwords, even to your closest friends.
- Before you send a text, ask yourself if you are ok if the whole world sees it because private messages and photos can go public.
- If someone is cyberbullying you, ask for help, find tips to help protect yourself at [www.cybertip.ca](http://www.cybertip.ca) and [www.cyberbullying.ca](http://www.cyberbullying.ca), and always save any messages you receive as evidence.
- Be kind online. Do not post or pass on anything negative about another person.

For more information, visit the Canadian Red Cross website by scanning the QR code.



# Catholics Believe God is Creator and Father

## Two accounts in Genesis describe the creation of humans.

*Then God said, "Let us make humankind in our image, according to our likeness... So God created humankind in his image, in the image of God he created them; male and female he created them. God blessed them..." (Genesis 1:26-28)*

*THEN THE LORD God formed man from the dust of the ground, and breathed into his nostrils the breath of life; and the man became a living being (Genesis 2:7)*

The Religious truth of the Genesis stories describe God's relationship with humanity since the beginning of our existence. God is Creator and Father. Humans, created to be God's children, formed in God's image and likeness, come into being through His will.

You are entering a stage of life where you will have many **existential** questions. While you explore your questions during this school year, know that you have a soul, free will, the ability to reason, the ability to love as God does, and human dignity. Trust that your heavenly Father is guiding you on your journey.

## Catholics Live in Community

Church teachings based on Scripture and **Tradition** help us understand how we are to interact with other humans, all of whom have the dignity that comes from being made in God's image. God designed us to be social and seek to live in communities.

Our home, our school and parish are part of our Catholic community. The Latin and Eastern Catholic Churches are also part of our Catholic community. Other Christian Churches are part of our **Ecumenical** community. Non-Christian religions are part of our **Interfaith** community.

Our **secular** community is a society, made up of geographical locations influenced by culture. We welcome many diverse cultures and opinions in our societal community.

**This school year, let us remember that everyone we encounter has innate human dignity. As we become aware of our differences, let us also look for areas of similarity and agreement. Let us be especially sensitive as to how we treat each member of our classroom community, respecting that each of us in our own journey of discovery and learning.**

## Catholics Celebrate

Catholics participate in the Mass Liturgy of the Eucharist as an act of communal worship. Participating in the songs and responses enable us to actively engage in praise and thanksgiving for God's saving love.

## Catholics Try to Make Good Decisions

God provides guidelines on how to make good **moral** and **ethical** decisions so that we can develop to our full potential in our body, mind, and soul. Virtues are the habits of mind and heart that help us lean towards making good decisions.

Some Catholic schools or classrooms choose a specific virtue to practise. Others focus on a Church teaching, a Scripture verse, or a Catholic graduate goal to help us develop virtuous habits and thoughts. Perhaps I am able to choose my own positive spiritual focus.

## Catholics Pray

*It is through the Word of God that the Holy Spirit teaches the children of God to pray to their Father...The Father "sent the Spirit of his Son into our hearts, crying, 'Abba! Father!'" (CCC 2766).*

Jesus, God's Word, revealed the love of the Father to us. Like Jesus, we can approach our Father with everything on our heart.

God, my Father,



Thank you for the many wonderful gifts you have given me. This school year, help me make positive contributions to my community. Help me treat everyone I encounter with dignity and respect. Bless my studies and my decisions. Guide me as I grow into the person you want me to be.

Amen

## Inquiry Question!

Research what **existential**, **innate**, **Catholic Tradition**, **ecumenical**, **secular**, and **interfaith** means.

Write down any other inquiry questions you have as you begin school this school year.



This year, if attending Liturgy of the Eucharist with your school or classroom, try to intentionally respond as part of community prayer.

Remember to note the date and location of the Liturgy of the Eucharist in this Planner.

*This September I am focusing on*

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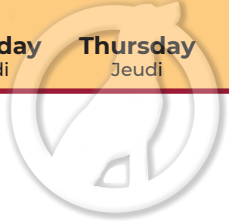


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Suggestion: Use this focus to help set your weekly objectives.

# September 2024

## Septembre



LAURENTIEN

Monday Lundi	Tuesday Mardi	Wednesday Mercredi	Thursday Jeudi	Friday Vendredi	Saturday Samedi	Sunday Dimanche
						1  22 <sup>nd</sup> Sunday in ordinary time
2	3  St. Gregory The Great (M)	4	5	6	7	8  23 <sup>rd</sup> Sunday in ordinary time
9	10	11	12	13  St. John Chrysostom (M)	14	15  24 <sup>th</sup> Sunday in ordinary time
16  St. Cornelius and St. Cyprian (M)	17	18	19	20  St. Andrew Kim Tae-Gôn priest, Paul Chông Ha-Sang, and Companions, martyrs (M)	21	22  25 <sup>th</sup> Sunday in ordinary time
23  St. Pius of Pietrelcina (M)	24	25	26  St. John de Brébeuf and St. Isaac Jogues and Companions (F)	27  St. Vincent de Paul (M)	28	29  26 <sup>th</sup> Sunday in ordinary time
30  St. Jerome (M)						

(M) = Memorial (F) = Feast

# September 2024

## Septembre

Weekly Objectives / Objectifs de la semaine

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**Monday**  
Lundi **16**

Day  
Jour



Message    Signature: \_\_\_\_\_

**Tuesday**  
Mardi **17**

Day  
Jour



Message    Signature: \_\_\_\_\_

**Wednesday**  
Mercredi **18**

Day  
Jour



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Then God said, "Let us make humankind in our image, according to our likeness... So, God created humankind in his image, in the image of God he created them. God blessed them..."

(Genesis 1:26-28)



**Sunday Gospel**  
Mark 8.27-30  
Peter Declares That Jesus Is the Messiah

**Thursday**  
Jeudi **19**

Day  
Jour



Message    Signature: \_\_\_\_\_

**Friday**  
Vendredi **20**

Day  
Jour



LAURENTIEN

Message    Signature: \_\_\_\_\_

**Saturday**  
Samedi

**Sunday**  
Dimanche



**Challenge!**

There are many active and sustainable ways to get to school, such as walking, cycling, busing, and carpooling. Grab a friend and create a map of active and sustainable ways to get to school. How many ways can you think of?



**Hannah Alper** started her own blog at the age of 9. She is a journalist and motivational speaker who addresses issues such as the environment, anti-bullying and social justice.

# Parts of Speech

Grammar classifies words based on eight parts of speech. Each part of speech explains how a word is used.

## Verb

A verb indicates an action or a state of being.

**Examples:** That dog **barks** a lot. (present tense)  
We **waited** for the bus. (past tense)  
You **will join** the group next week. (future tense)

## Noun

A noun is a word used to name a person, an animal, a place, an object or an idea.

A **common noun** refers to a person, an animal, a place, an object or an idea in a general sense.

**Examples:** **boy dog house paper music**

A **proper noun** is capitalized and is used to name a specific person, place, thing or idea.

**Examples:** **Mary Washington Friday White House**

## Pronoun

A pronoun replaces a noun or another pronoun. Pronouns are used to make sentences less repetitive and easier to read.

**Examples:** Julia called her friend as soon as she arrived home from school.

## Adjective

An adjective modifies nouns and pronouns by describing, identifying, or indicating quantity. For example, an adjective can indicate colour, size, quality, number, or possession.

**Examples:** A **little, red** dress  
A **rusty, old** truck

## Adverb

An adverb modifies verbs, adjectives or other adverbs by indicating manner, time, place, degree and cause. Adverbs often answer the questions "how", "when", "where", "how much."

**Examples:** The baby cries **loudly** when she is **very** tired.

## Preposition

A preposition is a word that links nouns, pronouns, and phrases to other words in a sentence.

**Examples:** The students rushed **into** the gymnasium.

## Conjunction

A conjunction links words, phrases and clauses.

**Examples:** We went to the library **and** to the bookstore.  
You can choose **either** the hot dog **or** the hamburger.

## Interjection

An interjection is usually followed by an exclamation mark and is added to a sentence to convey emotion.

**Examples:** **Hey!** That's the right answer!  
**Oops!** That's the wrong answer!

# Spelling Rules

## Rule #1

Words ending with a silent e usually drop the e when adding a suffix beginning with a vowel.

survive + al = survival  
divide + ing = dividing

### Exceptions:

a) Words which contain soft sounds **g** or **c** keep the **e** when adding suffixes **-able** or **-ous**.  
courageous, noticeable

b) Keep the **e** in words that may be mistaken for another word.

singe + ing = singeing  
dye + ing = dyeing

c) Words which end in **ie**, drop the **e** and change the **i** to **y** when adding the suffix **-ing**.

tie + ing = tying  
lie + ing = lying

d) The e is kept when adding the suffix age in the words mileage, acreage, and lineage.

## Rule #4

For words of two or more syllables, if the accent is on the final syllable and the word ends in a single consonant preceded by a single vowel, double the final consonant before adding a suffix beginning with a vowel.

refer + ing = referring  
regret + able = regrettable  
occur + ence = occurrence

## Rule #2

Words ending with a silent e usually keep the g when adding a suffix beginning with a consonant.

arrange + ment = arrangement  
forgive + ness = forgiveness

### Some Exceptions:

acknowledge, acknowledgment; argue, argument; awe, awful; judge, judgment; nine, ninth; pursue, pursuant; value, valuation; whole, wholly; wise, wisdom.

## Rule #5

Use **i** before **e**

believe, field, yield, niece, shield

Except after **C**

receive, ceiling, conceit, perceive

Or when sounded as "a" as in neighbour

weigh, freight, sleigh, vein

Or when sounded as "i" as in Einstein

height, sleight, seismic

But when "c" sounds like "sh", use **i** before **e**

ancient, conscience, efficient, sufficient

Common exceptions to these rules

either, neither, seize, leisure, heifer, forfeit, protein, caffeine, foreign, sovereign, deign

## Rule #3

One-syllable words that end in one consonant, preceded by one vowel, double the final consonant before adding a suffix that begins with a vowel.

run + ing = running  
big + est = biggest

## Rule #6

Words ending in **y** preceded by a consonant usually change the **y** to **i** before adding a suffix, except when the suffix begins with an **i**.

beauty + ful = beautiful  
lady + es = ladies  
lovely + ness = loveliness

There are exceptions to these rules! Remember to use a dictionary if you are not sure how to spell a word!



# Writing an Essay

## 1. Choosing a topic

If a topic has not been assigned, choose one you would enjoy writing about. Then narrow the topic down. Assigned topics may also require more focus. **For example:** forests—trees—conservation—replanting forests

Write down your thesis. This sentence should clearly define what your essay will be about.

## 2. Purpose

Determine the approach you want to take. Why are you writing about this topic? Are you giving an explanation of how to do something, trying to persuade someone to see things your way, or providing information?

## 3. Research

Find facts to support the topic. Sources of information include textbooks, reference books, magazines and journals, interviews, and reliable web sites on the Internet. Ask your teacher or librarian if you need some help locating material.

## 4. Outline

Once you have done the research, make a list of the main points you wish to write about. Then, from the list, pick at least three subtopics related to your main topic. As part of your outline, note down three or four facts from your research that support each subtopic.

## 5. Draft

Your first paragraph should introduce the topic and your purpose to the reader. Your thesis is part of this first paragraph. In this paragraph you will also introduce the subtopics that you intend to develop to back up your thesis. Discuss your subtopics in the same order as you introduced them in the first paragraph. Write one paragraph per subtopic. The first sentence of each paragraph should introduce the subtopic. Complete your paragraph with several sentences supporting your subtopic.

Link your paragraphs with transition words or clauses to connect the ideas and to make your essay flow.

Your concluding paragraph should restate your thesis (in different words) and sum up the facts you presented. Your very last sentence should tie everything together.

## 6. Take a break

When you've completed a draft of your essay, put it aside overnight.

## 7. Reread, edit and revise

Always reread your essay with a fresh eye. Rereading it aloud will help you find things you need to change.

Make revisions and read your essay over again to make sure it flows smoothly. It should cover all the points you made in the first paragraph and reach a conclusion.

Proofread your revised essay for errors in spelling, punctuation, and grammar. It's helpful to ask someone else to proofread your work as well—they may see things you missed.

## 8. Final copy

Prepare the final copy of your essay according to the format you were assigned and—proofread it again!









## 9. Turn your essay in

You are now ready to present the essay to your teacher. Be proud of your work!

# Homonyms

	Homonym	Meaning	Example
1.	which witch	adjective sorceress	Which cookie do you want? The witch prepared a magic potion.
2.	wood would	part of a tree adverb	The house was made of wood. Would you help me with my work?
3.	see sea	look at water	I see a red robin. The ship sailed out to sea.
4.	steal steel	to take metal	Bank robbers steal our money. The steel beams hold the roof up.
5.	break brake	shatter stopping device	Tom must not break mother's vase. Dad stops the car by stepping on the brake.
6.	its it's	adjective it is	A baby bird knows its mother. It's a warm spring day today.
7.	to too two	direction also number	Sam drove to his chalet. Tom went too. They drove two hundred miles.
8.	there their they're	place adjective they are	Put the books there on the table. The boys did not remove their hats. They're coming to the party.
9.	scent cent sent	a smell a coin send	The scent of a skunk is strong. A cent is one penny. Dad sent the boys to summer camp.
10.	tail tale	part of an animal story	A monkey can hang by its tail. Cinderella is a fairy tale.

# Punctuation

-  Use the **period** at the end of a sentence that makes a statement, at the end of a command, at the end of an indirect question, and with abbreviations.
-  Use a **question mark** at the end of a direct question.
-  Use an **exclamation mark** at the end of an emphatic declaration, command, or interjection.
-  Use a **comma** between all items in a series. To avoid confusion, use commas to separate elements in a sentence.
-  Use a **semicolon**:
  - to maintain order in a long list that already contains commas;
  - to separate closely related independent clauses, instead of using a conjunction.
-  Use a **colon** before a list, or to separate two independent clauses.
-  Use an **apostrophe** to construct possessives and contractions.
-  Use **quotation marks** to set apart elements that are spoken words or quoted language.

# Irregular Verbs

INFINITIVE	PAST	PAST PARTICIPLE
to awake	awoke	awoken
to be	was/were	been
to bear	bore	borne
to beat	beat	beaten
to become	became	become
to begin	began	begun
to bend	bent	bent
to bet	bet	bet
to bid	bid	bid
to bind	bound	bound
to bite	bit	bitten
to bleed	bled	bled
to blow	blew	blown
to break	broke	broken
to breed	bred	bred
to bring	brought	brought
to build	built	built
to burn	burnt	burnt, burned
to burst	burst	burst
to buy	bought	bought
to cast	cast	cast
to catch	caught	caught
to choose	chose	chosen
to cling	clung	clung
to come	came	come
to cost	cost	cost
to creep	crept	crept
to cut	cut	cut
to deal	dealt	dealt
to dig	dug	dug
to do	did	done
to draw	drew	drawn
to dream	dreamt, dreamed	dreamt, dreamed
to drink	drank	drunk
to drive	drove	driven
to dwell	dwelt, dwelled	dwelt, dwelled
to eat	ate	eaten
to fall	fell	fallen
to feed	fed	fed
to feel	felt	felt
to fight	fought	fought
to find	found	found
to flee	fled	fled
to fling	flung	flung
to fly	flew	flown
to forbid	forbade	forbidden
to forget	forgot	forgotten
to forgive	forgave	forgiven
to freeze	froze	frozen
to get	got	gotten
to give	gave	given
to go	went	gone
to grind	ground	ground
to grow	grew	grown
to hang	hung	hung
to have	had	had
to hear	heard	heard
to hide	hid	hidden
to hit	hit	hit
to hold	held	held
to hurt	hurt	hurt
to keep	kept	kept
to kneel	knelt	knelt
to know	knew	known
to lay	laid	lain
to lead	led	led
to lean	leaned	leaned
to leap	leapt	leapt
to learn	learned	learned
to leave	left	left
to lend	lent	lent
to let	let	let
to lie	lay	lain
to light	lit, lighted	lit, lighted
to lose	lost	lost
to make	made	made
to mean	meant	meant

INFINITIVE	PAST	PAST PARTICIPLE
to meet	met	met
to pay	paid	paid
to put	put	put
to quit	quit	quit
to read	read	read
to rid	rid	rid
to ride	rode	ridden
to ring	rang	rung
to rise	rose	risen
to run	ran	run
to saw	sawed	sawn
to say	said	said
to see	saw	seen
to seek	sought	sought
to sell	sold	sold
to send	sent	sent
to set	set	set
to sew	sewed	sewn
to shake	shook	shaken
to shear	sheared	shorn
to shed	shed	shed
to shine	shone	shone
to shoe	shod	shod
to shoot	shot	shot
to show	showed	shown
to shrink	shrank, shrunk	shrunk
to shut	shut	shut
to sing	sang	sung
to sink	sank	sunk
to sit	sat	sat
to sleep	slept	slept
to slide	slid	slid
to sling	slung	slung
to slink	slunk, slinked	slunk, slinked
to slit	slit	slit
to smell	smelt, smelled	smelt, smelled
to sow	sowed	sown
to speak	spoke	spoken
to speed	sped	sped
to spell	spelt	spelt
to spend	spent	spent
to spill	spilt/spilled	spilt/spilled
to spit	spat	spat
to split	split	split
to spoil	spoil, spoiled	spoil, spoiled
to spread	spread	spread
to spring	sprang	sprung
to stand	stood	stood
to steal	stole	stolen
to stick	stuck	stuck
to sting	stung	stung
to stink	stank	stunk
to stride	strade	stridden
to strike	struck	struck
to string	strung	strung
to strive	strove, strived	striven
to swear	swore	sworn
to sweep	swept	swept
to swell	swelled	swollen
to swim	swam	swum
to swing	swung	swung
to take	took	taken
to teach	taught	taught
to tear	tore	torn
to tell	told	told
to think	thought	thought
to throw	threw	thrown
to thrust	thrust	thrust
to tread	trod	trodden
to understand	understood	understood
to wake	woke	woken
to wear	wore	worn
to weave	wove	woven
to weep	wept	wept
to win	won	won
to wind	wound	wound
to wring	wrung	wrung
to write	wrote	written

# Tables

Addition											
Table 1	$0+1=1$	Table 2	$0+2=2$	Table 3	$0+3=3$	Table 4	$0+4=4$	Table 5	$0+5=5$	Table 6	$0+6=6$
	<b><math>1+1=2</math></b>		$1+2=3$		$1+3=4$		$1+4=5$		$1+5=6$		$1+6=7$
	$2+1=3$		<b><math>2+2=4</math></b>		$2+3=5$		$2+4=6$		$2+5=7$		$2+6=8$
	$3+1=4$		$3+2=5$		<b><math>3+3=6</math></b>		$3+4=7$		$3+5=8$		$3+6=9$
	$4+1=5$		$4+2=6$		$4+3=7$		<b><math>4+4=8</math></b>		$4+5=9$		$4+6=10$
	$5+1=6$		$5+2=7$		$5+3=8$		$5+4=9$		<b><math>5+5=10</math></b>		$5+6=11$
	$6+1=7$		$6+2=8$		$6+3=9$		$6+4=10$		$6+5=11$		<b><math>6+6=12</math></b>
	$7+1=8$		$7+2=9$		$7+3=10$		$7+4=11$		$7+5=12$		$7+6=13$
	$8+1=9$		$8+2=10$		$8+3=11$		$8+4=12$		$8+5=13$		$8+6=14$
	$9+1=10$		$9+2=11$		$9+3=12$		$9+4=13$		$9+5=14$		$9+6=15$
	$10+1=11$		$10+2=12$		$10+3=13$		$10+4=14$		$10+5=15$		$10+6=16$
	$11+1=12$		$11+2=13$		$11+3=14$		$11+4=15$		$11+5=16$		$11+6=17$
$12+1=13$	$12+2=14$	$12+3=15$	$12+4=16$	$12+5=17$	$12+6=18$						
Table 7	$0+7=7$	Table 8	$0+8=8$	Table 9	$0+9=9$	Table 10	$0+10=10$	Table 11	$0+11=11$	Table 12	$0+12=12$
	$1+7=8$		$1+8=9$		$1+9=10$		$1+10=11$		$1+11=12$		$1+12=13$
	$2+7=9$		$2+8=10$		$2+9=11$		$2+10=12$		$2+11=13$		$2+12=14$
	$3+7=10$		$3+8=11$		$3+9=12$		$3+10=13$		$3+11=14$		$3+12=15$
	$4+7=11$		$4+8=12$		$4+9=13$		$4+10=14$		$4+11=15$		$4+12=16$
	$5+7=12$		$5+8=13$		$5+9=14$		$5+10=15$		$5+11=16$		$5+12=17$
	$6+7=13$		$6+8=14$		$6+9=15$		$6+10=16$		$6+11=17$		$6+12=18$
	<b><math>7+7=14</math></b>		$7+8=15$		$7+9=16$		$7+10=17$		$7+11=18$		$7+12=19$
	$8+7=15$		<b><math>8+8=16</math></b>		$8+9=17$		$8+10=18$		$8+11=19$		$8+12=20$
	$9+7=16$		$9+8=17$		<b><math>9+9=18</math></b>		$9+10=19$		$9+11=20$		$9+12=21$
	$10+7=17$		$10+8=18$		$10+9=19$		<b><math>10+10=20</math></b>		$10+11=21$		$10+12=22$
	$11+7=18$		$11+8=19$		$11+9=20$		$11+10=21$		<b><math>11+11=22</math></b>		$11+12=23$
$12+7=19$	$12+8=20$	$12+9=21$	$12+10=22$	$12+11=23$	<b><math>12+12=24</math></b>						

Subtraction											
Table 1	$1-1=0$	Table 2	$2-2=0$	Table 3	$3-3=0$	Table 4	$4-4=0$	Table 5	$5-5=0$	Table 6	$6-6=0$
	$2-1=1$		$3-2=1$		$4-3=1$		$5-4=1$		$6-5=1$		$7-6=1$
	$3-1=2$		$4-2=2$		$5-3=2$		$6-4=2$		$7-5=2$		$8-6=2$
	$4-1=3$		$5-2=3$		$6-3=3$		$7-4=3$		$8-5=3$		$9-6=3$
	$5-1=4$		$6-2=4$		$7-3=4$		$8-4=4$		$9-5=4$		$10-6=4$
	$6-1=5$		$7-2=5$		$8-3=5$		$9-4=5$		$10-5=5$		$11-6=5$
	$7-1=6$		$8-2=6$		$9-3=6$		$10-4=6$		$11-5=6$		$12-6=6$
	$8-1=7$		$9-2=7$		$10-3=7$		$11-4=7$		$12-5=7$		$13-6=7$
	$9-1=8$		$10-2=8$		$11-3=8$		$12-4=8$		$13-5=8$		$14-6=8$
	$10-1=9$		$11-2=9$		$12-3=9$		$13-4=9$		$14-5=9$		$15-6=9$
	$11-1=10$		$12-2=10$		$13-3=10$		$14-4=10$		$15-5=10$		$16-6=10$
Table 7	$7-7=0$	Table 8	$8-8=0$	Table 9	$9-9=0$	Table 10	$10-10=0$	Table 11	$11-11=0$	Table 12	$12-12=0$
	$8-7=1$		$9-8=1$		$10-9=1$		$11-10=1$		$12-11=1$		$13-12=1$
	$9-7=2$		$10-8=2$		$11-9=2$		$12-10=2$		$13-11=2$		$14-12=2$
	$10-7=3$		$11-8=3$		$12-9=3$		$13-10=3$		$14-11=3$		$15-12=3$
	$11-7=4$		$12-8=4$		$13-9=4$		$14-10=4$		$15-11=4$		$16-12=4$
	$12-7=5$		$13-8=5$		$14-9=5$		$15-10=5$		$16-11=5$		$17-12=5$
	$13-7=6$		$14-8=6$		$15-9=6$		$16-10=6$		$17-11=6$		$18-12=6$
	$14-7=7$		$15-8=7$		$16-9=7$		$17-10=7$		$18-11=7$		$19-12=7$
	$15-7=8$		$16-8=8$		$17-9=8$		$18-10=8$		$19-11=8$		$20-12=8$
	$16-7=9$		$17-8=9$		$18-9=9$		$19-10=9$		$20-11=9$		$21-12=9$
	$17-7=10$		$18-8=10$		$19-9=10$		$20-10=10$		$21-11=10$		$22-12=10$

# Tables

## Multiplication

Table 1	$1 \times 1 = 1$	Table 2	$2 \times 1 = 2$	Table 3	$3 \times 1 = 3$	Table 4	$4 \times 1 = 4$	Table 5	$5 \times 1 = 5$	Table 6	$6 \times 1 = 6$
	$1 \times 2 = 2$		$2 \times 2 = 4$		$3 \times 2 = 6$		$4 \times 2 = 8$		$5 \times 2 = 10$		$6 \times 2 = 12$
	$1 \times 3 = 3$		$2 \times 3 = 6$		$3 \times 3 = 9$		$4 \times 3 = 12$		$5 \times 3 = 15$		$6 \times 3 = 18$
	$1 \times 4 = 4$		$2 \times 4 = 8$		$3 \times 4 = 12$		<b><math>4 \times 4 = 16</math></b>		$5 \times 4 = 20$		$6 \times 4 = 24$
	$1 \times 5 = 5$		$2 \times 5 = 10$		$3 \times 5 = 15$		$4 \times 5 = 20$		<b><math>5 \times 5 = 25</math></b>		$6 \times 5 = 30$
	$1 \times 6 = 6$		$2 \times 6 = 12$		$3 \times 6 = 18$		$4 \times 6 = 24$		$5 \times 6 = 30$		<b><math>6 \times 6 = 36</math></b>
	$1 \times 7 = 7$		$2 \times 7 = 14$		$3 \times 7 = 21$		$4 \times 7 = 28$		$5 \times 7 = 35$		$6 \times 7 = 42$
	$1 \times 8 = 8$		$2 \times 8 = 16$		$3 \times 8 = 24$		$4 \times 8 = 32$		$5 \times 8 = 40$		$6 \times 8 = 48$
	$1 \times 9 = 9$		$2 \times 9 = 18$		$3 \times 9 = 27$		$4 \times 9 = 36$		$5 \times 9 = 45$		$6 \times 9 = 54$
	$1 \times 10 = 10$		$2 \times 10 = 20$		$3 \times 10 = 30$		$4 \times 10 = 40$		$5 \times 10 = 50$		$6 \times 10 = 60$
	$1 \times 11 = 11$		$2 \times 11 = 22$		$3 \times 11 = 33$		$4 \times 11 = 44$		$5 \times 11 = 55$		$6 \times 11 = 66$
	$1 \times 12 = 12$		$2 \times 12 = 24$		$3 \times 12 = 36$		$4 \times 12 = 48$		$5 \times 12 = 60$		$6 \times 12 = 72$
Table 7	$7 \times 1 = 7$	Table 8	$8 \times 1 = 8$	Table 9	$9 \times 1 = 9$	Table 10	$10 \times 1 = 10$	Table 11	$11 \times 1 = 11$	Table 12	$12 \times 1 = 12$
	$7 \times 2 = 14$		$8 \times 2 = 16$		$9 \times 2 = 18$		$10 \times 2 = 20$		$11 \times 2 = 22$		$12 \times 2 = 24$
	$7 \times 3 = 21$		$8 \times 3 = 24$		$9 \times 3 = 27$		$10 \times 3 = 30$		$11 \times 3 = 33$		$12 \times 3 = 36$
	$7 \times 4 = 28$		$8 \times 4 = 32$		$9 \times 4 = 36$		$10 \times 4 = 40$		$11 \times 4 = 44$		$12 \times 4 = 48$
	$7 \times 5 = 35$		$8 \times 5 = 40$		$9 \times 5 = 45$		$10 \times 5 = 50$		$11 \times 5 = 55$		$12 \times 5 = 60$
	$7 \times 6 = 42$		$8 \times 6 = 48$		$9 \times 6 = 54$		$10 \times 6 = 60$		$11 \times 6 = 66$		$12 \times 6 = 72$
	<b><math>7 \times 7 = 49</math></b>		$8 \times 7 = 56$		$9 \times 7 = 63$		$10 \times 7 = 70$		$11 \times 7 = 77$		$12 \times 7 = 84$
	$7 \times 8 = 56$		<b><math>8 \times 8 = 64</math></b>		$9 \times 8 = 72$		$10 \times 8 = 80$		$11 \times 8 = 88$		$12 \times 8 = 96$
	$7 \times 9 = 63$		$8 \times 9 = 72$		<b><math>9 \times 9 = 81</math></b>		$10 \times 9 = 90$		$11 \times 9 = 99$		$12 \times 9 = 108$
	$7 \times 10 = 70$		$8 \times 10 = 80$		$9 \times 10 = 90$		<b><math>10 \times 10 = 100</math></b>		$11 \times 10 = 110$		$12 \times 10 = 120$
	$7 \times 11 = 77$		$8 \times 11 = 88$		$9 \times 11 = 99$		$10 \times 11 = 110$		<b><math>11 \times 11 = 121</math></b>		$12 \times 11 = 132$
	$7 \times 12 = 84$		$8 \times 12 = 96$		$9 \times 12 = 108$		$10 \times 12 = 120$		$11 \times 12 = 132$		<b><math>12 \times 12 = 144</math></b>

## Division

Table 1	$1 \div 1 = 1$	Table 2	$2 \div 2 = 1$	Table 3	$3 \div 3 = 1$	Table 4	$4 \div 4 = 1$	Table 5	$5 \div 5 = 1$	Table 6	$6 \div 6 = 1$
	$2 \div 1 = 2$		$4 \div 2 = 2$		$6 \div 3 = 2$		$8 \div 4 = 2$		$10 \div 5 = 2$		$12 \div 6 = 2$
	$3 \div 1 = 3$		$6 \div 2 = 3$		$9 \div 3 = 3$		$12 \div 4 = 3$		$15 \div 5 = 3$		$18 \div 6 = 3$
	$4 \div 1 = 4$		$8 \div 2 = 4$		$12 \div 3 = 4$		$16 \div 4 = 4$		$20 \div 5 = 4$		$24 \div 6 = 4$
	$5 \div 1 = 5$		$10 \div 2 = 5$		$15 \div 3 = 5$		$20 \div 4 = 5$		$25 \div 5 = 5$		$30 \div 6 = 5$
	$6 \div 1 = 6$		$12 \div 2 = 6$		$18 \div 3 = 6$		$24 \div 4 = 6$		$30 \div 5 = 6$		$36 \div 6 = 6$
	$7 \div 1 = 7$		$14 \div 2 = 7$		$21 \div 3 = 7$		$28 \div 4 = 7$		$35 \div 5 = 7$		$42 \div 6 = 7$
	$8 \div 1 = 8$		$16 \div 2 = 8$		$24 \div 3 = 8$		$32 \div 4 = 8$		$40 \div 5 = 8$		$48 \div 6 = 8$
	$9 \div 1 = 9$		$18 \div 2 = 9$		$27 \div 3 = 9$		$36 \div 4 = 9$		$45 \div 5 = 9$		$54 \div 6 = 9$
	$10 \div 1 = 10$		$20 \div 2 = 10$		$30 \div 3 = 10$		$40 \div 4 = 10$		$50 \div 5 = 10$		$60 \div 6 = 10$
	$11 \div 1 = 11$		$22 \div 2 = 11$		$33 \div 3 = 11$		$44 \div 4 = 11$		$55 \div 5 = 11$		$66 \div 6 = 11$
	$12 \div 1 = 12$		$24 \div 2 = 12$		$36 \div 3 = 12$		$48 \div 4 = 12$		$60 \div 5 = 12$		$72 \div 6 = 12$
Table 7	$7 \div 7 = 1$	Table 8	$8 \div 8 = 1$	Table 9	$9 \div 9 = 1$	Table 10	$10 \div 10 = 1$	Table 11	$11 \div 11 = 1$	Table 12	$12 \div 12 = 1$
	$14 \div 7 = 2$		$16 \div 8 = 2$		$18 \div 9 = 2$		$20 \div 10 = 2$		$22 \div 11 = 2$		$24 \div 12 = 2$
	$21 \div 7 = 3$		$24 \div 8 = 3$		$27 \div 9 = 3$		$30 \div 10 = 3$		$33 \div 11 = 3$		$36 \div 12 = 3$
	$28 \div 7 = 4$		$32 \div 8 = 4$		$36 \div 9 = 4$		$40 \div 10 = 4$		$44 \div 11 = 4$		$48 \div 12 = 4$
	$35 \div 7 = 5$		$40 \div 8 = 5$		$45 \div 9 = 5$		$50 \div 10 = 5$		$55 \div 11 = 5$		$60 \div 12 = 5$
	$42 \div 7 = 6$		$48 \div 8 = 6$		$54 \div 9 = 6$		$60 \div 10 = 6$		$66 \div 11 = 6$		$72 \div 12 = 6$
	$49 \div 7 = 7$		$56 \div 8 = 7$		$63 \div 9 = 7$		$70 \div 10 = 7$		$77 \div 11 = 7$		$84 \div 12 = 7$
	$56 \div 7 = 8$		$64 \div 8 = 8$		$72 \div 9 = 8$		$80 \div 10 = 8$		$88 \div 11 = 8$		$96 \div 12 = 8$
	$63 \div 7 = 9$		$72 \div 8 = 9$		$81 \div 9 = 9$		$90 \div 10 = 9$		$99 \div 11 = 9$		$108 \div 12 = 9$
	$70 \div 7 = 10$		$80 \div 8 = 10$		$90 \div 9 = 10$		$100 \div 10 = 10$		$110 \div 11 = 10$		$120 \div 12 = 10$
	$77 \div 7 = 11$		$88 \div 8 = 11$		$99 \div 9 = 11$		$110 \div 10 = 11$		$121 \div 11 = 11$		$132 \div 12 = 11$
	$84 \div 7 = 12$		$96 \div 8 = 12$		$108 \div 9 = 12$		$120 \div 10 = 12$		$132 \div 11 = 12$		$144 \div 12 = 12$

# Mathematics

## Working with Fractions

Fractions have two parts:  $\frac{\text{Numerator}}{\text{Denominator}}$

Here's a helpful hint: The **Denominator** is the bottom, or **Down** part of the fraction. **Denominator** and **Down** both begin with **D**. That should help you remember that **Denominator** means **Down**.

### ADDING AND SUBTRACTING FRACTIONS

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

First, find a **common denominator**. One way is to multiply each fraction by the number 1 made from the denominator of the other fraction.

Here is an example:  $\frac{2}{3} + \frac{1}{5}$

$$\frac{2}{3} \times \frac{5}{5} = \frac{10}{15} \quad \text{and} \quad \frac{1}{5} \times \frac{3}{3} = \frac{3}{15}$$

The **common denominator** is 15.

### ADDING FRACTIONS

When you have a common denominator you can add the fractions. Add the numerators and put the total over the common denominator.

**Do not add the denominators.**

$$\frac{2}{3} + \frac{1}{5} = \frac{10}{15} + \frac{3}{15} = \frac{13}{15}$$

### SUBTRACTING FRACTIONS

When you have a common denominator you can subtract the fractions. Subtract the numerators and put the result over the common denominator. **Do not subtract the denominators.**

For example:  $\frac{2}{3} - \frac{1}{5}$

$$\frac{2}{3} \times \frac{5}{5} = \frac{10}{15} \quad \text{and} \quad \frac{1}{5} \times \frac{3}{3} = \frac{3}{15}$$

$$\frac{2}{3} - \frac{1}{5} = \frac{10}{15} - \frac{3}{15} = \frac{7}{15}$$

### MULTIPLYING FRACTIONS

Multiplying fractions is easy.

1. Multiply the numerators to get the new numerator.
2. Multiply the denominators to get the new denominator.

**Example:**

$$\frac{1}{4} \times \frac{2}{3} = \frac{1 \times 2}{4 \times 3} = \frac{2}{12} \quad \text{which reduces to} \quad \frac{1}{6}$$

### DIVIDING FRACTIONS

Dividing fractions is almost as easy as multiplying them. Dividing by a number is the same as multiplying by the reciprocal of that number.

The reciprocal of 2 is  $\frac{1}{2}$  and dividing a number

by 2 is the same as multiplying it by  $\frac{1}{2}$

To find the reciprocal of a fraction, you just flip it upside down. That is, you make the numerator the denominator, and the denominator the numerator.

So, the reciprocal of  $\frac{2}{3}$  is  $\frac{3}{2}$  and the reciprocal of  $\frac{4}{5}$  is  $\frac{5}{4}$

To divide fractions, find the reciprocal of the divisor and multiply the dividend by it.

**Example:**  $\frac{2}{3} \div \frac{4}{5} = \frac{2}{3} \times \frac{5}{4} = \frac{2 \times 5}{3 \times 4} = \frac{10}{12}$  which reduces to  $\frac{5}{6}$

**Don't forget to check your answers to see if you can reduce the fractions!**

## Order of Operations

Mathematical operations are always performed in the following order:

1. **Parentheses**  
(and other grouping symbols)
2. **Exponents**
3. **Multiplication and Division**
4. **Addition and Subtraction**

Use the expression **Please Excuse My Dear Aunt Sally** to help you remember!

## Commutative, Associative and Distributive Properties

Commutative property of addition:	$a+b = b+a$	$2+5 = 5+2$
Commutative property of multiplication:	$axb = bxa$	$2 \times 5 = 5 \times 2$
Associative property of addition:	$(a+b) + c = a + (b+c)$	$(2+5) + 4 = 2 + (5+4)$
Associative property of multiplication:	$(axb) \times c = a \times (bxc)$	$(2 \times 5) \times 4 = 2 \times (5 \times 4)$
Distributive property of multiplication:	$a(b+c) = ab + ac$	$2 \times (5+4) = 2 \times 5 + 2 \times 4$
	$a(b-c) = ab - ac$	$2 \times (5-4) = 2 \times 5 - 2 \times 4$

## Equation and Graph of a Straight Line

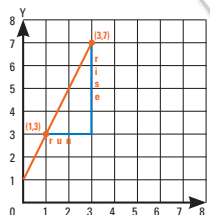
The equation for a straight line is:

$$y = mx + b$$

where

$$m = \text{slope} = \frac{\text{rise}}{\text{run}}$$

$$b = y - \text{intercept}$$



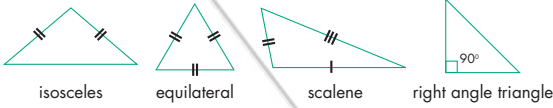
This graph represents the equation  $y = 2x + 1$

# Geometry

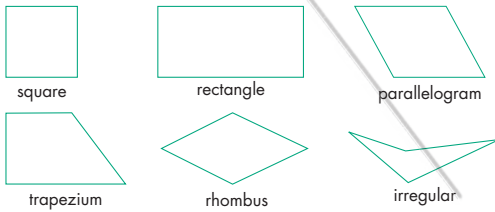
## POLYGONS

A polygon is a **closed figure** formed by **straight-line segments**.

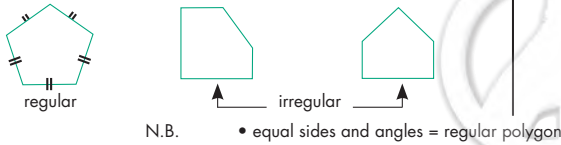
### TRIANGLE - 3 SIDES



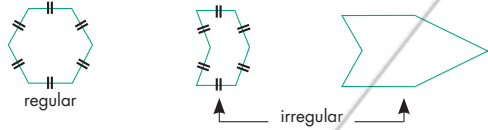
### QUADRILATERAL - 4 SIDES



### PENTAGON - 5 SIDES



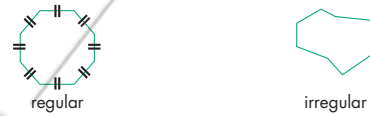
### HEXAGON - 6 SIDES



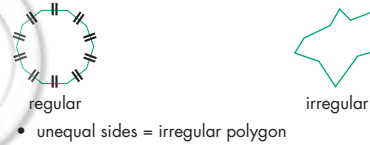
### HEPTAGON - 7 SIDES



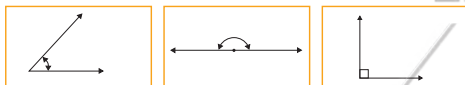
### OCTAGON - 8 SIDES



### DECAGON - 10 SIDES



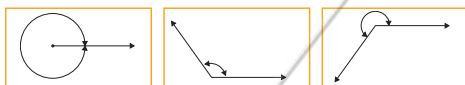
## ANGLES



**acute**  
(less than  $90^\circ$ )

**straight**  
(equal to  $180^\circ$ )

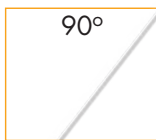
**right**  
(equal to  $90^\circ$ )



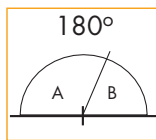
**1 revolution**  
(equal to  $360^\circ$ )

**obtuse**  
(greater than  $90^\circ$  and less than  $180^\circ$ )

**reflex**  
(greater than  $180^\circ$  and less than  $360^\circ$ )

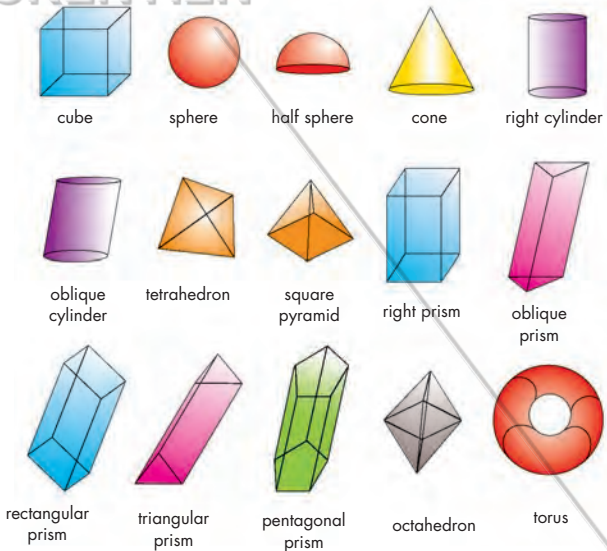


**complementary**  
(2 angles whose sum is  $90^\circ$ )



**supplementary**  
(2 angles whose sum is  $180^\circ$ )

## SOLIDS



# Music and Colours



## NOTES

	whole note		whole rest
	half note		half rest
	quarter note		quarter rest
	eighth note		eighth rest
	sixteenth note		sixteenth rest

## RESTS

## TERMS RELATING TO VOLUME

<i>pp</i>	Pianissimo (very soft)
<i>p</i>	Piano (soft)
<i>f</i>	Forte (loud)
<i>ff</i>	Fortissimo (very loud)

## OTHER SYMBOLS

#	Sharp - Raises the note a half step and remains in effect the entire measure
b	Flat - Lowers the note a half step and remains in effect the entire measure
♮	Natural - Cancels the b or the # in a measure
	Crescendo - Gradually increase the volume
	Decrescendo - Gradually decrease the volume

## TERMS RELATING TO TEMPO

Allegro	Fast Bright Tempo
Andante	Slow Walking Tempo
Legato	Smooth, Flowing Sound
Moderato	Moderate Tempo

## COLOUR WHEEL

The colour wheel describes the relationships between colours. It is a chart that shows how colours are related to each other.

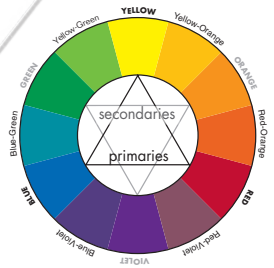
**PRIMARY COLOURS** are basic and cannot be mixed from other elements. They are to colour what prime numbers are to mathematics. One can mix two primaries to get a secondary colour. You will notice that each secondary colour is bounded by two primaries. These are the components that one would mix to get that secondary colour.

**SECONDARY COLOURS** are orange, violet and green and are made by mixing two primary colours from either side of the colour wheel.

**TIERTIARY COLOURS** are made by mixing a primary and a secondary colour together (i.e.: yellow+orange = yellow-orange or blue+green = blue-green).

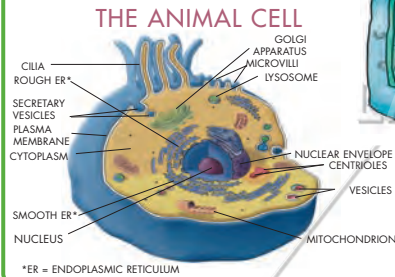
**COMPLEMENTARY COLOURS** are opposite from each other. They contrast because they do not have any colours in common.

Orange is made by mixing red and yellow, so it will complement blue.

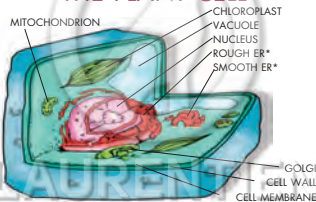


# Life on Earth

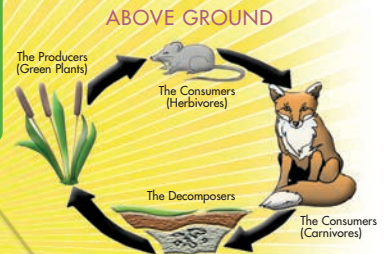
## THE CELL STRUCTURE



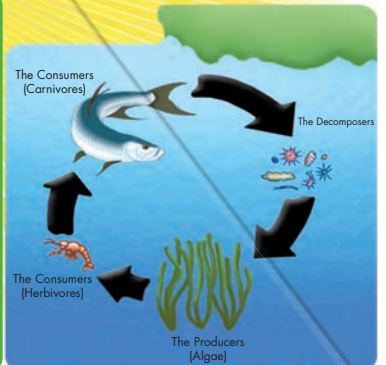
## THE PLANT CELL



## THE FOOD CHAIN



## IN THE WATER



## Natural Hydrologic Cycle of Planet Earth



Soil layer above the phreatic zone = Vegetation vital zone = Presence of a certain amount of water and oxygen. Without this zone, several plants would be unable to survive.

# World Map



## America

Antigua-and-Barbuda, St. John's  
 Argentina, Buenos Aires  
 Bahamas, Nassau  
 Barbados, Bridgetown  
 Belize, Belmopan  
 Bermuda, Hamilton  
 Bolivia, La Paz, Sucre  
 Brazil, Brasilia  
 Canada, Ottawa  
 Chile, Santiago  
 Colombia, Bogotá  
 Costa Rica, San Jose  
 Cuba, Havana  
 Dominica, Roseau  
 Dominican Republic, Santo Domingo  
 Ecuador, Quito  
 El Salvador, San Salvador  
 French Guyana, Cayenne

Grenada-and-Carriacou, St. George's  
 Guatemala, Guatemala City  
 Guyana, Georgetown  
 Haiti, Port-au-Prince  
 Honduras, Tegucigalpa  
 Jamaica, Kingston  
 Mexico, Mexico City  
 Nicaragua, Managua  
 Panama, Panama City  
 Paraguay, Asuncion  
 Peru, Lima  
 Saint Lucia, Castries  
 Saint Vincent and the Grenadines, Kingstown  
 Suriname, Paramaribo  
 Trinidad-and-Tobago, Port-of-Spain  
 Uruguay, Montevideo  
 U.S.A., Washington D.C.  
 Venezuela, Caracas

## Europe

Albania, Tiranë  
 Andorra, Andorra la Vella  
 Austria, Vienna  
 Belgium, Brussels  
 Bosnia Herzegovina, Sarajevo  
 Bulgaria, Sofia  
 Belarus, Minsk  
 Croatia, Zagreb  
 Czech Republic, Prague

Denmark, Copenhagen  
 Estonia, Tallinn  
 Finland, Helsinki  
 France, Paris  
 Germany, Berlin  
 Greece, Athens  
 Greenland, Nuuk  
 Hungary, Budapest  
 Iceland, Reykjavik  
 Ireland, Dublin

Italy, Rome  
 Latvia, Riga  
 Liechtenstein, Vaduz  
 Lithuania, Vilnius  
 Luxembourg, Luxembourg  
 Malta, Valletta  
 Moldova, Chisinau  
 Monaco, Monaco  
 Montenegro, Podgorica

Netherlands, Amsterdam  
 Norway, Oslo  
 Poland, Warsaw  
 Portugal, Lisbon  
 Republic of Macedonia, Skopje  
 Romania, Bucharest  
 San Marino, San Marino  
 Serbia, Belgrade  
 Slovak Republic, Bratislava

Slovenia, Ljubljana  
 Spain, Madrid  
 Sweden, Stockholm  
 Switzerland, Berne  
 Ukraine, Kiev  
 United Kingdom, London





**Africa**

Algeria, Algiers  
 Angola, Luanda  
 Benin, Porto-Novo  
 Botswana, Gaborone  
 Burkina Faso,  
 Ouagadougou  
 Burundi, Bujumbura  
 Cameroon, Yaoundé  
 Cape Verde, Praia  
 Central African Rep.,  
 Bangui  
 Chad, N'Djamena  
 Comoros, Moroni  
 Congo, Brazzaville  
 Côte d'Ivoire,  
 Yamoussoukro  
 Dem. Rep. of the Congo,  
 Kinshasa  
 Egypt, Cairo  
 Equatorial Guinea, Malabo  
 Eritrea, Asmara  
 Ethiopia, Addis Ababa  
 Gabon, Libreville  
 Gambia, Banjul  
 Ghana, Accra  
 Guinea, Conakry  
 Guinea-Bissau, Bissau  
 Kenya, Nairobi  
 Lesotho, Maseru  
 Liberia, Monrovia  
 Libya, Tripoli

Madagascar,  
 Antananarivo  
 Malawi, Lilongwe  
 Mali, Bamako  
 Mauritania, Nouakchott  
 Mauritius, Port Louis  
 Morocco, Rabat  
 Mozambique, Maputo  
 Namibia, Windhoek  
 Niger, Niamey  
 Nigeria, Abuja  
 Rep. of Djibouti, Djibouti  
 São Tomé and Príncipe,  
 São Tomé  
 Senegal, Dakar  
 Seychelles, Victoria  
 Sierra Leone, Freetown  
 Somalia, Mogadishu  
 South Africa, Pretoria  
 Sudan, Khartoum  
 Swaziland, Mbabane  
 Tanzania, Dodoma  
 Togo, Lomé  
 Tunisia, Tunis  
 Uganda, Kampala  
 Zambia, Lusaka  
 Zimbabwe, Harare

**Asia**

Afghanistan, Kabul  
 Armenia, Yerevan  
 Azerbaijan, Baku  
 Bahrain, Manama  
 Bangladesh, Dhaka  
 Bhutan, Thimphu  
 Brunei, Bandar Seri Begawan  
 Cambodia, Phnom Penh  
 Cyprus, Nicosia  
 Dem. People's Rep. of Korea,  
 Pyongyang  
 Georgia, Tbilisi  
 India, New Delhi  
 Indonesia, Jakarta  
 Iran, Tehran  
 Iraq, Baghdad  
 Israel, Jerusalem  
 Japan, Tokyo  
 Kazakhstan, Astana  
 Kuwait, Kuwait  
 Kyrgyzstan, Bishkek  
 Laos, Vientiane  
 Lebanon, Beirut  
 Malaysia, Kuala Lumpur  
 Maldives, Malé

Mongolia, Ulaanbaatar  
 Myanmar, Naypyidaw  
 Nepal, Kathmandu  
 Oman, Muscat  
 Pakistan, Islamabad  
 Bhutan, Thimphu  
 People's Republic of China,  
 Beijing  
 Philippines, Manila  
 Qatar, Doha  
 Rep. of Korea, Seoul  
 Russia, Moscow  
 Saudi Arabia, Riyadh  
 Singapore, Singapore  
 Sri Lanka, Colombo,  
 Sri Jayawardenapura Kotte  
 Syria, Damascus  
 Tajikistan, Dushanbe  
 Thailand, Bangkok  
 Turkey, Ankara  
 Turkmenistan, Ashgabat  
 United Arab Emirates,  
 Abu Dhabi  
 Uzbekistan, Tashkent  
 Vietnam, Hanoi  
 Yemen, Sana'a

**Oceania**

Australia, Canberra  
 Fed. States of Micronesia,  
 Palikir  
 Fiji, Suva  
 Kiribati, Tarawa  
 Marshall Islands, Majuro  
 Nauru, Yaren District  
 New Caledonia, Noumea  
 New Zealand, Wellington  
 Papua New Guinea, Port  
 Moresby  
 Samoa, Apia  
 Solomon Islands, Honiara  
 Tonga, Nuku'alofa  
 Tuvalu, Funafuti  
 Vanuatu, Port Vila

# Map of Canada



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# Canadian Politics and Flags of the Provinces

## PRIME MINISTERS OF CANADA (SINCE CONFEDERATION - 1867)

1. The Right Honourable Sir John A. Macdonald.....	July 1, 1867 - Nov. 5, 1873
2. The Honourable Alexander Mackenzie.....	Nov. 7, 1873 - Oct. 8, 1878
3. The Right Honourable Sir John A. Macdonald.....	Oct. 17, 1878 - June 6, 1891
4. The Honourable Sir John J.C. Abbott.....	June 16, 1891 - Nov. 24, 1892
5. The Right Honourable Sir John S.D. Thompson.....	Dec. 5, 1892 - Dec. 12, 1894
6. The Honourable Sir Mackenzie Bowell.....	Dec. 12, 1894 - April 27, 1896
7. The Right Honourable Sir Charles Tupper.....	May 1, 1896 - July 8, 1896
8. The Right Honourable Sir Wilfrid Laurier.....	July 11, 1896 - Oct. 6, 1911
9. The Right Honourable Sir Robert L. Borden.....	Oct. 10, 1911 - July 9, 1920
10. The Right Honourable Arthur Meighen.....	July 10, 1920 - Dec. 28, 1921
11. The Right Honourable William Lyon Mackenzie King.....	Dec. 29, 1921 - June 28, 1926
12. The Right Honourable Arthur Meighen.....	June 29, 1926 - Sept. 24, 1926
13. The Right Honourable William Lyon Mackenzie King.....	Sept. 25, 1926 - August 6, 1930
14. The Right Honourable Richard Bedford Bennett.....	August 7, 1930 - Oct. 22, 1935
15. The Right Honourable William Lyon Mackenzie King.....	Oct. 23, 1935 - Nov. 14, 1948
16. The Right Honourable Louis Stephen St-Laurent.....	Nov. 15, 1948 - June 20, 1957
17. The Right Honourable John G. Diefenbaker.....	June 21, 1957 - April 21, 1963
18. The Right Honourable Lester B. Pearson.....	April 22, 1963 - April 19, 1968
19. The Right Honourable Pierre Elliott Trudeau.....	April 20, 1968 - June 3, 1979
20. The Right Honourable Charles Joseph Clark.....	June 4, 1979 - March 2, 1980
21. The Right Honourable Pierre Elliott Trudeau.....	March 3, 1980 - June 29, 1984
22. The Right Honourable John Napier Turner.....	June 30, 1984 - Sept. 17, 1984
23. The Right Honourable Brian Mulroney.....	Sept. 17, 1984 - June 24, 1993
24. The Right Honourable Kim Campbell.....	June 25, 1993 - Nov. 3, 1993
25. The Right Honourable Jean Chrétien.....	Nov. 4, 1993 - Dec. 11, 2003
26. The Right Honourable Paul Martin.....	Dec. 12, 2003 - Feb. 6, 2006
27. The Right Honourable Stephen Harper.....	Feb. 6, 2006 - Nov. 4, 2015
28. The Right Honourable Justin Trudeau.....	Nov. 4, 2015 -

## GOVERNORS GENERAL OF CANADA \* (SINCE CONFEDERATION - 1867)

1. The Viscount Monck.....	1867 - 1868
2. Lord Lisgar.....	1869 - 1872
3. The Earl of Dufferin.....	1872 - 1878
4. The Marquess of Lorne.....	1878 - 1883
5. The Marquess of Lansdowne.....	1883 - 1888
6. Lord Stanley of Preston.....	1888 - 1893
7. The Earl of Aberdeen.....	1893 - 1898
8. The Earl of Minto.....	1898 - 1904
9. The Earl Grey.....	1904 - 1911
10. H.R.H. The Duke of Connaught.....	1911 - 1916
11. The Duke of Devonshire.....	1916 - 1921
12. Lord Byng.....	1921 - 1926
13. The Viscount Willingdon.....	1926 - 1931
14. The Earl of Bessborough.....	1931 - 1935
15. Lord Tweedsmuir.....	1935 - 1940
16. The Earl of Athlone.....	1940 - 1946
17. The Viscount Alexander.....	1946 - 1952
18. The Right Honourable Vincent Massey.....	1952 - 1959
19. Major General the Right Honourable Georges P. Vanier.....	1959 - 1967
20. The Right Honourable Roland Michener.....	1967 - 1974
21. The Right Honourable Jules Léger.....	1974 - 1979
22. The Right Honourable Edward Schreyer.....	1979 - 1984
23. The Right Honourable Jeanne Sauvé.....	1984 - 1990
24. The Right Honourable Ramon John Hnatyshyn.....	1990 - 1995
25. The Right Honourable Roméo LeBlanc.....	1995 - 1999
26. The Right Honourable Adrienne Clarkson.....	1999 - 2005
27. The Right Honourable Michaëlle Jean.....	2005 - 2010
28. The Right Honourable David Lloyd Johnston.....	2010 - 2017
29. The Right Honourable Julie Payette.....	2017 - 2021
30. The Right Honourable Mary Simon.....	2021 -

\* The titles of rank shown for governors general are those held during their term of office.



Canada



Newfoundland and Labrador



Nova Scotia



Prince Edward Island



New Brunswick



Quebec



Ontario



Manitoba



Saskatchewan



Alberta



British Columbia



Yukon Territory



Northwest Territories



Nunavut

# Solar System

Planet*	Distance from the Sun (10 <sup>6</sup> km)	Diameter (km)	Mass (10 <sup>24</sup> kg)	Rotation period (hours)	Orbital Period (days)	Mean surface temperature (°C)	Number of Moons
Mercury	57.9	4879	0.330	1407.6	88	167	0
Venus	108.2	12 104	4.87	-5832.5	224.7	464	0
Earth	149.6	12 756	5.97	23.9	365.2	15	1
Mars	227.9	6792	0.642	24.6	687	-65	2
Jupiter	778.6	142 984	1898	9.9	4331	-110	79
Saturn	1433.5	120 536	568	10.7	10 747	-140	82
Uranus	2872.5	51 118	86.8	-17.2	30 589	-195	27
Neptune	4495.1	49 528	102	16.1	59 800	-200	14

\* On August 24, 2006, the International Astronomical Union (IAU) formally downgraded Pluto from an official planet to a dwarf planet (like Eris and Ceres).



## Earth

The Earth is the solar system's fifth largest planet and the third in distance from the Sun. It spins from west to east around its polar axis. This rotation causes the alternation of day and night. As it rotates, the Earth also orbits around the Sun. This causes the change of seasons.

### Age of the Earth:

approx. 4.5 billion years

### Orbital speed:

107 218 km/h

### Rotation speed:

1670 km/h

### Equatorial circumference:

40 030 km

### Mass:

$5.97 \times 10^{24}$  kg

### Surface area:

510 064 472 km<sup>2</sup>

### Continental surface area:

149 500 000 km<sup>2</sup> (29.3%)

### Oceanic surface area:

360 500 000 km<sup>2</sup> (70.7%)

Source: <https://nssdc.gsfc.nasa.gov/planetary/factsheet/> NASA, October 2019

# Caring for the Earth



Everyone has a role to play in keeping our planet Earth healthy. It's a part you play every day. How do you play your part?

We have all heard of "Reduce, Reuse, Recycle." Let's look at what you can do and how it helps you play your part.

## Reduce

Reduce the fuel you use by biking or walking instead of getting a drive.

Reduce the garbage you create by taking a litterless lunch. Use reusable containers for your sandwiches, snacks, and drinks. That way you won't have anything to throw away when you're done.

Reduce the paper you use by using both sides of every sheet.

I do my part to reduce by: \_\_\_\_\_

\_\_\_\_\_



## Reuse

Reuse plastic bags. Take a reusable bag, when you go to the store.

Give toys, books, and clothing that you no longer use to a charity, so other people can reuse them.

Reuse newspapers to protect tables when you are doing something messy. You can also make interesting wrapping paper from the coloured comics in your newspaper.

I do my part to reuse by: \_\_\_\_\_

\_\_\_\_\_



## Recycle

Recycle glass bottles, plastic bottles and jugs, aluminum and tin cans, paper and newspaper. Put them in a recycling bin instead of a garbage can.

I do my part to recycle by: \_\_\_\_\_

\_\_\_\_\_



## Did you know?



When you recycle a stack of newspaper that is one-metre high, you save an evergreen tree that has grown ten-metre tall.



When you recycle one aluminum can, you save enough energy to run your television for three hours.



You can rest on a plastic park bench made from recycled milk jugs and other plastic bottles.



## Take action to protect the environment

On average, each Canadian produces every year over five tonnes of greenhouse gases. As the concentration of these gases increases in our atmosphere, they are causing average temperatures to rise and are contributing to air pollution and smog. For more information on climate change and how to reduce the production of greenhouse gases, visit the Government of Canada Climate Change web site at <https://www.canada.ca/en/services/environment/weather/climatechange.html>

**Do your part to care for the Earth - Reduce, Reuse, and Recycle.**

# Timetable

	to : :	to : :	to : :	to : :	to : :
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



LAURENTIEN