



I'm not a robot

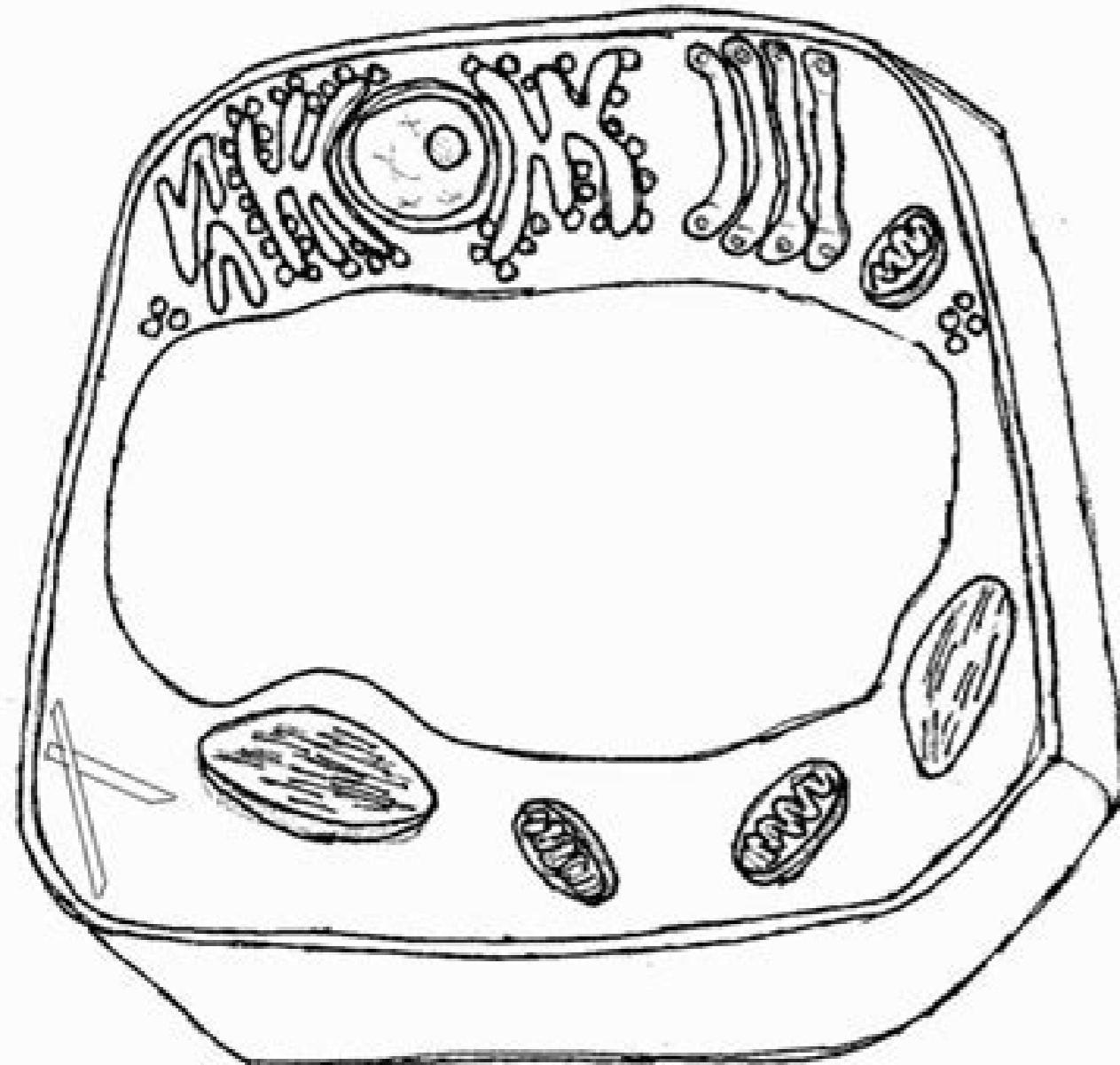


Continue

Plant Cell Coloring

Directions: Choose a color for each of the parts below and fill in the square with the color of your choice. Color the cell part to match.

Smooth Endoplasmic Reticulum	<input type="checkbox"/>	Ribosome	<input type="checkbox"/>	Nuclear Membrane	<input type="checkbox"/>
Cytoplasm	<input type="checkbox"/>	Cell Membrane	<input type="checkbox"/>	Vacuole	<input type="checkbox"/>
Rough Endoplasmic Reticulum	<input type="checkbox"/>	Microtubules	<input type="checkbox"/>	Cell Wall	<input type="checkbox"/>
Nucleolus	<input type="checkbox"/>	Chloroplasts	<input type="checkbox"/>	Mitochondria	<input type="checkbox"/>
Golgi Apparatus	<input type="checkbox"/>				



Step One

"We admitted we were powerless over our addiction, that our lives had become unmanageable."

A "first" of anything is a beginning, and so it is with the steps: The First Step is the beginning of the recovery process. The healing starts here; we can't go any further until we've worked this step.

Some NA members "feel" their way through the First Step by intuition; others choose to work Step One in a more systematic fashion. Our reasons for formally working Step One will vary from member to member. It may be that we're new to recovery, and we've just fought-and lost-an exhausting battle with drugs. It may be that we've been around awhile, abstinent from drugs, but we've discovered that our disease has become active in some other area of our lives, forcing us to face our powerlessness and the unmanageability of our lives once again. Not every act of growth is motivated by pain; it may just be time to cycle through the steps again! thus beginning the next stage of our never-ending journey of recovery.

Some of us find a measure of comfort in realizing that a disease, not a moral failing, has caused us to reach this bottom. Others don't really care what the cause has been-we just want out!

Whatever the case, it's time to do some step work: to engage in some concrete activity that will help us find more freedom from our addiction, whatever shape it is currently taking. Our hope is to internalize the principles of Step One, to deepen our surrender, to make the principles of acceptance, humility, willingness, honesty, and open-mindedness a fundamental part of who we are.

First, we must arrive at a point of surrender. There are many different ways to do this. For some of us, the road we traveled getting to the First Step was more than enough to convince us that unconditional surrender was our only option. Others start this process even though we're not entirely convinced that we're addicts or that we've really hit bottom. Only in working the First Step do we truly come to realize that we are addicts, that we have hit bottom, and that we must surrender.

Before we begin working the First Step, we must become abstinent-whatever it takes. If we're new in Narcotics Anonymous and our First Step is primarily about looking at the effects of drug addiction in our lives, we need to get clean. If we've been clean awhile and our First Step is about our powerlessness over some other behavior that's made our lives unmanageable, we need to find a way to stop the behavior so that our surrender isn't clouded by continued acting out.

The Disease of Addiction

Deductions and Adjustments Worksheet

Note. Use this worksheet only if you plan to itemize deductions or claim certain credits or adjustments to income.	
1. Enter an estimate of your 2012 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes, medical expenses in excess of 7.5% of your income, and miscellaneous deductions.	1. \$ _____
2. Enter: <input checked="" type="checkbox"/> \$11,900 if married filing jointly or qualifying widow(er) <input type="checkbox"/> \$6,950 if single or married filing separately	2. \$ _____
3. Subtract line 2 from line 1. If zero or less, enter "-0-".	3. \$ _____
4. Enter an estimate of your 2012 adjustments to income and any additional standard deduction (see Pub. 505).	4. \$ _____
5. Add lines 3 and 4 and enter the total. (Include any amount for credits from the <i>Converting Credits to Withholding Allowances for 2012 Form W-4</i> worksheet in Pub. 505).	5. \$ _____
6. Enter an estimate of your 2012 nonmagic income (such as dividends or interest).	6. \$ _____
7. Subtract line 6 from line 5. If zero or less, enter "-0-".	7. \$ _____
8. Divide the amount on line 7 by \$3,800 and enter the result here. Drop any fraction.	8. _____
9. Enter the number from the <i>Personal Allowances Worksheet</i> , line H, page 1.	9. _____
10. Add lines 8 and 9 and enter the total here. If you plan to use the <i>Two-Earners/Multiple Jobs Worksheet</i> , also enter this total on line 1 below. Otherwise, stop here and enter this total on Form W-4, line 5, page 1.	10. _____

Two-Earners/Multiple Jobs Worksheet (See Two earners or multiple jobs on page 1.)**Note.** Use this worksheet only if the instructions under line H on page 1 direct you here.

1. Enter the number from line H, page 1 (or from line 10 above if you used the <i>Deductions and Adjustments Worksheet</i>)	1. _____
2. Find the number in Table 1 below that applies to the LOWEST paying job and enter it here. However, if you are married filing jointly and wages from the highest paying job are \$65,000 or less, do not enter more than "3".	2. _____
3. If line 1 is more than or equal to line 2, subtract line 2 from line 1. Enter the result here (if zero, enter "-0-") and on Form W-4, line 5, page 1. Do not use the rest of this worksheet.	3. _____
Note. If line 1 is less than line 2, enter "-0-" on Form W-4, line 5, page 1. Complete lines 4 through 9 below to figure the additional withholding amount necessary to avoid a year-end tax bill.	
4. Enter the number from line 2 of this worksheet.	4. _____
5. Enter the number from line 1 of this worksheet.	5. _____
6. Subtract line 5 from line 4.	6. _____
7. Find the amount in Table 2 below that applies to the HIGHEST paying job and enter it here.	7. \$ _____
8. Multiply line 7 by line 6 and enter the result here. This is the additional annual withholding needed.	8. \$ _____
9. Divide line 8 by the number of pay periods remaining in 2012. For example, divide by 26 if you are paid every two weeks and you complete this form in December 2011. Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck.	9. \$ _____

Table 1

Married Filing Jointly	All Others	Married Filing Jointly	All Others
If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above
\$0 - \$5,000	0	\$0 - \$5,000	0
\$5,001 - \$12,000	1	\$5,001 - \$15,000	1
\$12,001 - \$22,000	2	\$15,001 - \$25,000	2
\$22,001 - \$25,000	3	\$25,001 - \$30,000	3
\$25,001 - \$30,000	4	\$30,001 - \$40,000	4
\$30,001 - \$40,000	5	\$40,001 - \$50,000	5
\$40,001 - \$48,000	6	\$50,001 - \$65,000	6
\$48,001 - \$55,000	7	\$65,001 - \$80,000	7
\$55,001 - \$65,000	8	\$80,001 - \$85,000	8
\$65,001 - \$72,000	9	\$85,001 - \$120,000	9
\$72,001 - \$85,000	10	\$120,001 and over	10
\$85,000 - \$97,000	11		
\$97,001 - \$105,000	12		
\$105,001 - \$120,000	13		
\$120,001 - \$132,000	14		
\$132,001 and over	15		

Table 2

Primary Act and Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. Internal Revenue Code, sections 3402(f)(2) and 6109 and their regulations require you to provide this information. Your employer uses it to determine your federal income tax withholding. If you fail to provide a properly completed form will result in your being treated as a single person who claims no withholding allowances; providing inaccurate information may subject you to penalties. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation, to states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their tax laws, and to the Department of Health and Human Services for use in the National Directory of New Hires. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal tax or criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instruction must be retained at least as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by Code section 6103.

The average time and expense required to complete and file this form will vary depending on individual circumstances. For estimated averages, see the instructions for your income tax return.

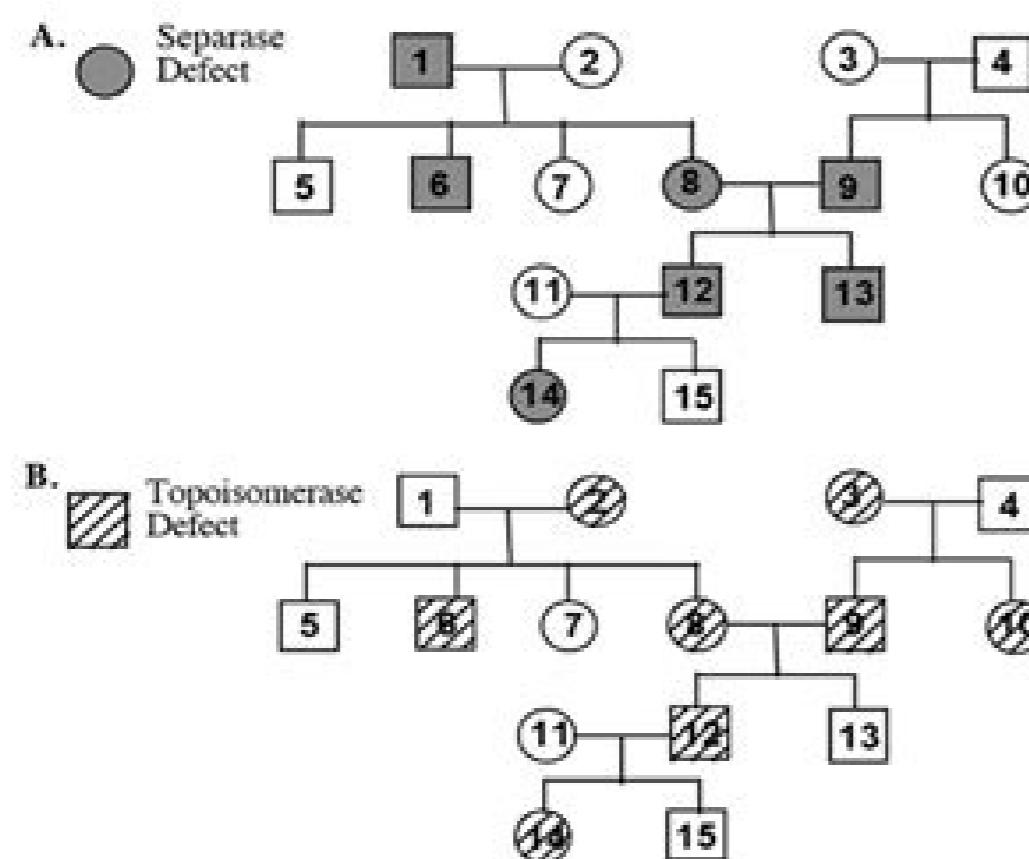
If you have suggestions for making this form simpler, we would be happy to hear from you. See the instructions for your income tax return.

Handout

Page 1

Pedigrees A and B both represent the same family.

- Genetic testing shows that individual 4 has only nonmutant alleles of both genes and individual 12 has only mutant alleles of both genes.
- Individuals 6, 8, 9, 12 and 14 have cancer.

**Unknown Variables in Equations (A) Answers**

Name: _____ Date: _____

Determine the value of each variable.

1. $9 \times n = 45$
 $n = 5$
2. $p = 24 \div 6$
 $p = 4$
3. $15 - x = 9$
 $x = 6$
4. $14 \div 7 = m$
 $m = 2$
5. $h \div 1 = 8$
 $h = 8$
6. $4 = v \div 6$
 $v = 24$
7. $48 = 8 \times b$
 $b = 6$
8. $y + 5 = 12$
 $y = 7$
9. $56 \div 8 = k$
 $k = 7$
10. $j \div 5 = 3$
 $j = 15$
11. $72 \div 8 = d$
 $d = 9$
12. $2 = 12 \div z$
 $z = 6$
13. $10 \div t = 5$
 $t = 2$
14. $2 = 1 \times a$
 $a = 2$
15. $3 = 8 - w$
 $w = 5$
16. $c = 7 + 2$
 $c = 9$
17. $r = 10 \div 5$
 $r = 2$
18. $f + 9 = 10$
 $f = 1$
19. $7 + s = 12$
 $s = 5$
20. $18 = s \times 6$
 $s = 3$

Math-Drills.com

What does article 7 of the articles of confederation mean. Understanding the articles of confederation worksheet answers. What is a summary of the articles of confederation. What are the articles of confederation and why is it important. Articles of confederation answer sheet. What are the articles of confederation for dummies.

How did the unresolved questions and ambiguities in the articles lead to the convening of the Constitutional Convention? This text lesson focused on literacy strategies before, during and after reading aims to help students understand and focus on sites relevant for exploration in the rest of the unit. Material Teacher Warm-Up Three-Part Blog from the National Constitution Center, "The Road to Union: America's First Forgotten Constitution" Part One: An account of the Second Continental Congress, which gave rise to our nation's first constitution. Texts to read in this lesson include Lesson 8 and theft of the Articles of the Confederation of Us the People; the Citizen and the Constitution. But before we get into the reading, let's take a look at some political cartoons that were published during the revolution, when the Articles were adopted. Three issues are highlighted and discussed: Tax base, control of Western territories and representation in Congress. What kind of government did the post-independence Congress hope to create? While reading the Articles of Confederation, students should additionally mark their text with additional signs to indicate that they understand the new material, or question marks to indicate that they found the new information confusing. After you read After the students complete their discussion website, have the students gather in their units to discuss what they have read. The third part ends with the Annapolis Convention and the resulting report asking for what would eventually be the Constitutional Convention. The History.com Articles of Confederation article, which comes from Reader's Companion to American History by Eric Foner and John Garraty. A shorter and concise, but less complex, discussion of the of the confederation. Second part: Continues where the story moves away with the debates and changes that occurred as it was the draft Dickinson Dickinson In full congress. In its units, students should discuss what they have found for each side of the argument, and help each other in the session of evidence in the confederation articles that can support their claims even more. Why should we substitute the articles of the Confederation by the Constitution? Objective Questions and Lessons What were the articles of the Confederation and what they enumerated? Is there any new topics to consider? While we see these images, I would like them to think about the kind of alternative government that the settlers were defending in their rebellion against the crown. Now, before students spend the next 20 minutes reading the lesson and the confederation's articles, they dedicate a few minutes to model how to read the articles of the confederation. The purpose of this lesson is to introduce the study of the confederation. Let's read about the weaknesses in taxation, trade and flexibility (capacity of amendment), both in the definition and how these weaknesses affected the reputation of the United States. This article covers: strengths and weaknesses, reasoning for the adoption of articles, and a history of development and adoption of articles. The objective of the unit is to identify and critically evaluate the parts of the Government and explore how they change the perspectives on the purpose in different contexts. Take special note of the outdated vocabulary and phrases such as, "in the congress gathered ..." during reading while students read bind them to fill their discussion website with declarations and evidence to support any question side in question. The polity theme that is in this lesson² n is: What kind of government was newly independent? independence? looking? Once again, we have a great discussion³ issues to be visited during the Constitutional Convention⁴. After giving the units seven minutes or more to debate, gather the class for another discussion⁵ of the seven-minute fishbowls of opposing sides, creating a list of strengths and weaknesses of the⁶ the confederation. "Do you achieve this with the Articles of the Confederation?" A Why were issues such as taxes, enactments and the legislature so prominent in the Second Continental Congress, and resolved in the Articles? Mature with primary evidence and easy to read. Part A focuses on the two divergent views of government that emerged during the initial stages of development. I want them to consider these images as memory joggers rather than limiting the facts." After seeing the images, students spend four minutes writing in their diaries in reflection³ what the images suggest to them about the wishes of the revolutionary government. The second part ends with the adoption³ the Articles of the Confederation³ 1781. A third part: The third part, the most brief and concise of the series, deals with the challenges that the new nation faced under the limitations of the Articles of the³. We get a good list of what the first (and most influential) draft of the Articles, the Dickinson Draft, includes. How³ we doing today? This includes an interesting mention³ of topics that foreshadowed the great debates that took place during the Constitutional Convention³. Activities before the reading A Present students with the five political cartoons in 30-second intervals, prefacing the presentation³ saying: "Today we will examine the Articles of the Confederation³. This includes an interesting mention³ of topics that foreshadowed the great debates that took place during the Constitutional Convention³.

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