|  |
| --- |
| READING, WRITING & SPEECH  Objective: Greeting, dexterity, free-form thinking, corresponding assignment |

1) Say “Hi” to your neighbor. Say “It’s a nice day today.”

|  |  |  |
| --- | --- | --- |
| 2) Draw a design with long straight lines below. | 3) Draw a design with curves. | 4) Draw faces of various sizes. |
|  |  |  |
|  |  |  |
| 5) Draw rows of short lines facing different directions. | 6) Draw rows of curves facing different directions. | 7) Draw a map of a city block. |

8) Trace 2 or 3 of the following Celtic designs.

|  |
| --- |
|  |
|  |

**CLASS5**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MATH Objective: Learn quantities, proportions, balance and equivalents.  **Quantities**  100 squares 10x10  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  □□□□□□□□□□  Add a column, total it and list:  Total: \_\_\_\_\_\_ \_\_\_\_\_ x \_\_\_\_\_\_  Select a group, circle it, and count:  Total: \_\_\_\_\_\_. \_\_\_\_\_ x \_\_\_\_\_\_  1 square 1x1  **□**  Create your own single object  **Order**  Number the following in sequential order: \_\_ Drove to work  \_\_ Drove home  \_\_ Woke up  \_\_ Ate breakfast  \_\_ Worked a full day  Number the following in date and time order: \_\_ 6AM, 3/2/2015  \_\_ Midnight 3/1/2015  \_\_ 6PM, 3/8/2015.  \_\_ 9:35AM, 7/5/2020  \_\_ 8:55PM, 4/2/2016  **Balance** (≈ means equivalent)  ⭮⭮⭮⭮≈⭯⭯⭯⭯. \_\_\_ ≈ \_\_\_  ⊗⊗⊗⊗⊗⊗⊗≈⊕⊕⊕⊕⊕⊕⊕ \_\_ ≈ \_\_  **Evolution** (progress, growth, transfor-mation, metamorphosis, transmutation)  ⓪①②③④⑤⑥⑦⑧⑨⑩  🞯⇒🞱⇒🞽⇒🞺.  🞵 ⭢ ⁂ ⭢ 🙨 ⭢ 🙚 🙘🙙 🙛 ⭢ 🙦 🙤 | ORGANIZATION  Objective: Learn Boundaries & Freedom  **Threshold for Living in the United States:**  We hold these truths to be self-evident, that **All people are Entitled** **to Life, Liberty**, **and** the Pursuit of **Happiness**.  Do you promote this threshold of Living?  Why? Why not?  What is your threshold for Living?  **Setting Boundaries & Limits**  Do you have boundaries and limits?  Should your boundaries and limits apply to your whole life forward, not just certain situations?  **Charting your place in Creation Dynamic or Dynamic Creation**: (Circle the term you use)   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Write term: | | | | | | | | | | | Chart location | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |   Peace •Love •Passion •Dynamic •Surf •Overwhelm  •Focus •Directed •Concentration •Vast Varied •Variable  •Adaptable •Maniacal •Professor •Expert •CEO •God  •Ideal •Not-Ideal List your term:  **Balance & Counter Balance**   |  |  |  | | --- | --- | --- | |  | Purple= Power  Blue= Mind  Teal= Preference  Green= Heart  Yellow= Self  Orange=Creation  Red = Legs/Feet | Power  balances  Self  Mind/Preference balances Creation/  Investment  Caring-Heart/Lung balances  Reliable-Legs/Feet |   Be aware of your **Cyclical Nature**.  List:  Be aware or your **Forward Nature**.  List: |

**CLASS5.5**

|  |
| --- |
| READING, WRITING & SPEECH  Objective & Instructions: Practice tracing Alphabet and copy. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aa** | **Bb** | **Cc** | **Dd** | **Ee** | **Ff** |
| **Gg** | **Hh** | **Ii** | **Jj** | **Kk** | **Ll** |
| **Mm** | **Nn** | **Oo** | **Pp** | **Qq** | **Rr** |
| **Ss** | **Tt** | **Uu** | **Vv** | **Ww** | **Xx** |
| **Yy** | **Zz** |  |  |  |  |

Try a second variation. Practice helps you with hand dexterity and discipline.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aa** | **Bb** | **Cc** | **Dd** | **Ee** | **Ff** |
| **Gg** | **Hh** | **Ii** | **Jj** | **Kk** | **Ll** |
| **Mm** | **Nn** | **Oo** | **Pp** | **Qq** | **Rr** |
| **Ss** | **Tt** | **Uu** | **Vv** | **Ww** | **Xx** |
| **Yy** | **Zz** |  |  |  |  |

Practice on your own.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aa | Bb | Cc | Dd | Ee | Ff |
| Gg | Hh | Ii | Jj | Kk | Ll |
| Mm | Nn | Oo | Pp | Qq | Rr |
| Ss | Tt | Uu | Vv | Ww | Xx |
| Yy | Zz |  |  |  |  |

**CLASS6**

|  |
| --- |
| ORGANIZATION  Objective: Expand verbal and reading vocabulary. Read Alpha paragraphs out loud.  Afterthought, able, any, affluent, art, artistic, autistic, autumn, aim, age, ancient, America, American, Africa, African, Asia, Asian, Auto, Autobiography, Automobile  Bin, been, benefit, beneficiary, bard, boy, boyish, beard, bead, bed, bedroom, bog, burden, bastard, boast, bore, bored, boredom, buffer, buff, biology books  Coordination, cooperation, completions, connections, competition, compete, competitive, compare, contrast, comparable, computer, compute, concept, Christian, Christianity, carriage, car, cart, carrot  Different, differ, dispute, door, doormat, dig, Dungeness, debt, day, daytime, dart, dare, dime, dimension, dimensions, duplicate, duplex  Ethereal, ethical, embryo, empire, Etymology, effort, enumerate, element, etcetera, effort, evaluate, even, err, error, ego, ergonomics, economics, elections, electors, elect, enter, exit, Europe, European  Forever, forest, focus, Future, Fortuitous, fortune, fodder, fool, fold, fun, floor, fast, fastidious, four  God, gracious, gratitude, grateful, grace, give, gave, gain, get, generous, generation, genuine, gorgeous, gone, guru, graph, gaze, gage, gaiety, gripping, gripe, ghostly, grieve, greatness, growth  Happy, happiness, happen, has, have, had, here, how, homogenous, habit, homework, home, haven, host, heaven, hammer, halt, hurry, hasten  Innocent, innovate, integrate, intro, introduction, insert, idea, ideal, ideology, inquire, inquiry, inspire, inspiration, inspect, inspection, inundate, inundation, ignorant, I.Q., Information, Informant, Inform  Jump, Juniper, jade, joust, joint, jog, Jaguar, jot, just, Jewish, Judaism, journal, jury  Keep, keepsake, kept, know, knowledge, knowledgeable, karat, kite  Lead, leadership, lad, laid, list, listen, loud, lid, love, loveable, loving, lore, lyre, liar, lift, lifted, late, latent, last, lament, lame, light, lighten, lazy, laziness  Most, marriage, marriages, marriageable, manhood, mainly, main, maintain, met, meet, meeting, manage, management, manager, meant, mean, means, money, more, made, maid, mad, Maude  Nice, name, namesake, none, nonetheless, near, nearer, neat, neatness, no-man’s-land, negate, negative, nation, nationality, native, normality, normal, norm, need, neediness, needless, necessary, necessity, never, newer, new, nude, node, nose, noxious, nauseous, North, northern  Order, odd, odder, often, off, old, older, orphan, organ, organic, organization, ogre, open, opera, object, objective, objectives, ornery, oat, out, outage, own    Princess, Prince, priceless, price, priced, plant, plants, pot, pots, , pans, page, pages, process, progress, possible, possibility, probable, probability  Question, quickly, quick, quietly, quiet △ Rare, rarified, roses, rear, right, rights, riots, raids, rate, rant  Sight, simple, sordid, sample, sale, salesperson, safe, safety, security, style, staid, stammer, stale, school, scare, scold, steep, stiff, speech, speed, south, signal, South, Southern  Time, Timely, Time out, Timed, Test, Tally, Total, Top, Temper, taught, tempt, temptation, torrent, tough, toughen, tighten, tight, thread, tread, tense, tension, tolerable, tolerate, tell, telling, told, town,  Unless, useless, useful, use, understand, understated, under, undertaker, utter, urn, up, ugly  Value, Valuable, Verify, Validate, Vegetate, vogue, vested, vest, vast, V.I.P., very, vary, voice, vote.  Worth, whole, went, wig, walk, wake up, way, wait, West, Western △ Xylophone  Yellow, yell, yowl, yodel, yak, yes, yet, yesterday, yesteryear, years △ Zoology, Zephyr, zenith, zipper |

**CLASS6.5**

|  |
| --- |
| READING, WRITING, SPEECH  Objective: Write small words and numbers. Trace and copy. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A-add-a** | **B-Box-b** | **C-can-c** | **D-Do-d** | **E-Ewe-e** | **F-Foe-f** |
| **G-Get-g** | **H-Has-h** | **I-is-i** | **J-jot-j** | **K-keg-k** | **L-lax-l** |
| **M-Me-m** | **N-Now-n** | **O-Odd-o** | **P-Pun-p** | **Q-Quit-q** | **R-rock-r** |
| **S-shut-s** | **T-Top-t** | **U-Up-u** | **V-Vase-v** | **W-Was-w** | **X-ray-x** |
| **Y-You-y** | **Z-Zig-z** |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0** |  | **I** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |  | **8** |  | **9** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**NYMS**

**Antonyms** are words that have the opposite meaning. Example: happy ≠ sad.

**Synonyms** arewords that have the same or similar meaning. Example: gorgeous = beautiful.

**Homonyms** are words that sound alike, but have different meanings.Example: son – sun.

List the following:

Antonyms Synonyms Homonyms

|  |  |  |
| --- | --- | --- |
| ≠ | ≈ | - |
| ≠ | ≈ | - |

**Sayings & Advice**

**Sayings** are popular to state basic truths. Example: There is nothing to fear, but fear itself

List 2 sayings you know:

|  |
| --- |
|  |
|  |

**Advice** is knowledge on our behalf from someone we think is important. Example: Think big

List 2 pieces of advice you have received:

|  |
| --- |
|  |
|  |

**CLASS7**

|  |  |  |
| --- | --- | --- |
| MATH  Objective: Learn quantity variations and open counting.  **Quantities**  □□□  □□□□ Total:\_\_\_\_  🡶🡷🡵🡴🡳🡱🡲🡰  🡰🡲🡱🡳🡴🡵🡷🡶🡵🡱🡳🡷  🡳 🡱 🡲🡰 🡱  🡰🡱🡳  🡲🡶🡴🡲 Total:\_\_\_\_  ▽▽▽▽▽▽△△△△  △▽△▽△▽△▽△▽△▽△▽△  ▽△▽△▽△▽△▽△▽△▽△▽  △ △ △ △ △. △. △△△  Total:\_\_\_\_  **Counting**  Count 1 to 310. Write the numbers below.  \_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,  \_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,  \_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,  \_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_ | ORGANIZATION  Objective: Learn variations of Rules.  **RULES**  Definitions:  **Rules:** 1) Set of laws or limits to live or organize by  2) Personality and backdrops of rulers or leaders.  **Rulers:** Those who lead.  **Ruling:** The act of leading or dictating law and leadership.  **Of Note:**  **>** If you don’t rule you, someone else will. Those who don’t rule themselves are ruled by someone else.  **>** Pick the Ruler and set of Rules you are compatible with.  **>** Be compatible/ Follow the predominate Ruler and Rules.  **Individual Rules**  Solidarity Power: Negotiate collaborative agreements inner and outer.  Dominion of Self: Presiding and predominate leader over self - inner/outer/of/for/as you - to keep owner-ship, rights and control.  Do Not dominate others, or you will not have your own dominion by preoccupation.  Self-Centered Self: The individual is pre-occupied with its own interests. Negative version mitigates its competition, which is immoral and unethical.  All-Centered Self: Individual or mass conglomerate that is preoccupied with the development of all things. It/They network(s) to rule.  **Social Rules**  Republic: Representative government with elected officials  Democracy: Government by the people for the people: All U.S. law-abiding adults (over 18) can vote for their representative government.  Socialism: All work for the governing caretaker.  Kingdom: The royal aristocratic family rules with or without a secondary government for the people.  Despot: A maniacal ruler leads.  Dictatorship: One powerful person dictates everything  Oligarchy: Group of royal families that rule by agreement **CLASS7.5** | |
|  | |
| READING, WRITING, SPEECH  Objective & Instructions: Practice writing high quality dependable letters in class. Practice writing high quality dependable letters on your own. | |

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**a** b c d e f g h i j k l m n o p q r s t u v w x y z

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

a b c d e f g h i j k l m n o p q r s t u v w x y z

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**CLASS8**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MATH Objective: Learn Proportions  **Portions**  There are 200 people that need supplies. Divide the following square into 200 equal portions.   |  | | --- | |  |   **Grayscale**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  | |  | | | | | | | | | | |  | | | | | | | | | |   If you are painting with white, your life and white light is infinite. >0. Your medium is Life and white light.  If you are painting with black, your interest in death and darkness is greater than zero  0<. Your infinite is in the black.  If you paint with both white and black your life and death is in the middle, influenced by both.  **Business**  What is a Profitable Business?  What does a Profitable Business have that a non-profitable business does not?  >  >  >  What does it mean for a business to go “Into the Black”?  What are the factors that make a business go “Into the Black”?  >  >  > | ORGANIZATION  Objective: Write and socially Ask and Answer Questions. Instructions: Ask Questions that are basic, or that you want to know the answer to.  1) Questions to Parent or Personal Authority (Pick 2)  Would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Could\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Should\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  May\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Might\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Must\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2) Questions to Friends (Pick 7)  Were\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Weren’t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Aren’t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Will\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Won’t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Did\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Do\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Have\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Haven’t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Had\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Which\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Who\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3) Questions to Strangers (Pick All)  Do\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Where\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Who\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4) Answer questions that you have for yourself and get comfortable answering questions from other people.  Answers For Yourself (Pick 3 questions to answer)  >\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  >\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  >\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5) Questions and Answers Socially  Get in groups of 4. Pair up. Each person ask the other person a question from your Friends or Strangers list. The other person, reply honestly and naturally. Then switch. Ask the question. Reply honestly and naturally. Then switch again. Ask the question. Reply honestly and naturally.Note: This would be usual at work or at a social party. **CLASS8.5** |
|  |  |
| READING, WRITING, SPEECH  Objective & Instructions:  ⭢Write alphabet – upper and lower case - from scratch.  ⭢Write corresponding words from scratch.  ⭢Pick 5 in a column that are fine, and speak them to your neighbor.  ⭢Swap and listen to your neighbor’s 5 words flat. | |

**Alphabet First Write Words Second**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**CLASS9**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MATH  Objective: Learn the math of planning and resources.  What skills would you have to create a fully functional company?   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  |   How many employees would you hire to be economical?  If one employee disrupts another employee from working and the others did their work, what portion of work lags?   |  |  | | --- | --- | | % | % | | % | % | | % | % | | % | % |   What is needed to get all company slots fully functional, productive and profitable?  In order to replace an employee, an employer has to:  ⮆ Run an ad (1 hour to write ad, 5 days @ $20/day)  ⮆ Sort through 10-20 responses (20-30 min. each)  ⮆ Interview all qualified prospects (10 min. prep, 45 min. each)  ⮆ Spend time to make a decision (2 Manager’s time & meeting 3.5 hours)  ⮆ Acquaint new employee with company policies (2 hour session)  ⮆ Set a probationary period during which either both employer and employee decide if job is a fit. (5 min.)  ⮆ Train (5-20 hours with various middle managers)  Total the time spent per employee: \_\_\_\_\_\_\_  How would an employer get employees that are the right fit the first time around? | ORGANIZATION  Objectives: Remember Life Advice  *“If I had to collect my experiences, what would I do different?”*  What advice have you gotten or want to get on Life, Living & Work?  >  >  >  What advice did you learn?  What advice would like to share, or put into your work to share with others?  What advice did you most admire?  Why?  Who gave it?  What advice helped you on your way?  Who gave that advice?  What do you think should be taught that isn’t?  Can you, or a group you know, teach what that is? |

**CLASS9.5**

|  |
| --- |
| READING, WRITING, SPEECH  Objective & Instructions: Today is On Your Own. From now into your future you get, and will get, the value of what you invest time into. Read the various topics. Take a break in between. Answer questions. |
| Reference: **Make: 21st Century Robot**  by Brian David Johnson, Maker Media, Inc., Sebastopol, CA, © 2015, pages vii-viii.  (Excerpted from) The Making of a Manifesto  …For most or their history, robots have only lived in science fiction. Long before the technology to build them was ready, robots could only be seen or experienced in science fiction stories, movies, comic books, and often times only in toys. But that didn’t stop people from imagining robots and exploring their implications. In fact, cultures all over the world have imagined and explored the implications of robots, long before the word was coined by Czechoslovakian writer Karel Capek in 1920.  In the last half of the twentieth century, robots began their journey from our imaginations to the real world. Industrial robots started to help us build our cars and work in our factories. Research robots of all shapes and sizes were developed and built in university research labs. But even with all these new robots making their way into the world, for most people, robots were still exotic and foreign, still the product of science fiction and our imaginations. But then something happened…  Around the turn of this century, robots became something very different. No longer were they creations locked away in large universities and corporations. In the twenty-first century, robots became something anyone could build; a part of our daily lives—right where they belong. |
| Reference: **Exploring Science Through Art**  by Phyllis Katz, Franklin Watts, New York, London, Toronto, Sydney. © 1990.  THE EYES HAVE IT!  We see well because our eyes are very good at taking in information about shape, distance, movement, and color. We also see well because many nerves send pictures from our eyes to our brains where they make sense to us. Our brains are “tuned“ to quickly make sense of what our eyes see. We are taught to pay attention to some things more than others. We also learn to expect to see some things in a certain way. How is that?  For example, take a paper plate of any size and cut two sections of the rim (arcs) to exactly the same size. Place one on top of the other and trim them so that you are certain that they are duplicate shapes. Now lay them flat on the table with one above the other. Does one look smaller? Your eye/brain compares the inner curve of the upper plate rim to the outer curve of the lower plate rim and “tells“ you that the upper plate rim is smaller because you have been trained to “believe” that a line that fits inside another one indicates a smaller item. Often you will see what you expect to see or even what you want to see.  FROM EYES TO BRAIN TO HAND  Artists understand how trained eyes work. They can make you think, for example, that you can see miles into the distance on a flat piece of paper.  Try this: Take a plain piece of paper and draw a horizontal line across it about a third of the way down the page. This will be your horizon. Now pick a point on your horizon. This will be the “vanishing point.” Start from that point and draw two lines toward the bottom of the page. What do you have? It could be a road leading off into the desert. Maybe it’s a river leading out of the mountains. What happens when you start the “vanishing point” at the bottom of the page? What happens if you change the space between the lines? When you go outside, see if this is the way a road looks to you.  Although this seems quite simple, people did not know how to draw with *perspective,* as you just did, until the period of history we call the Renaissance (about A.D. 1400-1600). Those who studied art and geometry uncovered the mathematics of how to show distance. They were so excited about the “trick“ that many of the paintings during that time show it. |

**CLASS10**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reference: **19th Century Realist Art**,  by Gerald Needham. Harper & Row, Publishers, New York, ©1988.  **Acknowledgements**  This book is the result of a number of years looking at and thinking about nineteenth-century art, and is indebted to a great many people; teachers, colleagues, and students. Particularly I would like to thank for their exchange of ideas and/or practical help, Dennis Cates, Anne Coffin Hanson, Ronald Nasgaard, Linda Nochlin, Theodore Reff, Robert Rosenbaum, Kirk Varnedoe, Gabriel Weisberg, Carol Zemel, Henri Zerner, and Dario Darewych in North America. In Norway, Oscar Thue and Jan Askelund went out their way to increase my knowledge of Christian Krogh’s art. In France, I benefitted from conversations with Robert Cluster and Marie-France Pauline, and the latter’s practical help. In England, I am indebted to John House, John Murdoch, and Richard Thomson. The Bibliography is a guide to the many scholars whose writings have vastly expanded my own researches and ideas.  The seminar students whom I have asked-without first inflicting my own ideas on them-to analyze paintings and prints, in order not only to sharpen their abilities but to provide a correction to my own assumptions, have been a valuable resource. Brenda Hicks has been an intelligent and able typist in the face of my demands.  The Faculty of Fine Arts of York University, Toronto, has provided fellowships that have enabled me to do research in Europe, and I have also benefitted from travel grants from the Social Sciences and Humanities Research Council of Canada.  Finally, I would like to thank my editor Cases Candied, Jr., for his patience, and my wife Peggy for her encouragement, and her unflagging enthusiasm in visiting so many museums and collections. | ORGANIZATION  Objective: Defining skills.  ***What do you want out of Life?***  ***What qualities and skills do you have to offer to make Life better? Or what could you do with your skills to better Life? Or what skills do you want?***  ***What have you invented? Is there a market for it? Are you in sync, ahead, or behind the times?***  ***What expertise, knowledge and skill-sets have you added to? Or what would you like to add to?***  ***What is an easy natural for you, but different skill to society? What would you like to do every day?***  ***What was a difficult, but hard won skill for you?***  ***Who were your teachers, and what did they teach you?***  ***>***  ***>***  ***>***  ***Write a really great Acknowledgement of them:***   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  |   **CLASS10.5** |
|  |  |

|  |  |
| --- | --- |
| READING, WRITING & SPEECH  Objective: Learn words and vocabulary. | Instructions: Speak then write words |
|  |  |
| A- apple, art, after, a, and, an, aardvark | B- be, bear, but, blue, beet, before |
|  |  |
| C- care, cougar, cat, Chicago, can | D- do, don't, did, dog, day, dusk |
|  |  |
| E- ever, east, enter, end, error, even | F- Fall, from, fair, find, first, front, fan |
|  |  |
| G- go, gone, gain, gift, green, gopher | H- here, how, happy, he, him, have |
|  |  |
| I- I, in, is, isn't, image, imagine, intern | J- June, July, joke, just, jar, jaw, jolly |
|  |  |
| K- key, kept, keep, kite, kin, kid, kneel | L- low, level, let, left, lemur, leg, leaf |
|  |  |
| M- May, meeting, matter, my, mine | N- no, now, near, north, never, new |
|  |  |
| O- over, of, old, oven, or, orange, often | P- pay, paid, pot, pair, post, put, page |
|  |  |
| Q- quit, quite, quiet, quote, quota, quip | R- right, ride, rear, real, reality, rip, ripe |
|  |  |
| S- sight, simple, so, she, south, set | T- the, then, they, to, them, turn, tough |
|  |  |
| U- under, use, useful, until, utility, undo | V- vote, very, vary, van, vent, venue |
|  |  |
| W- why, when, where, what, who, was | X- x-ray, xeroxes, Xmas |
|  |  |
| Y- yellow, yarn, you, yell, yet, yes | Z- zoo, zygote, zen, zero, |
|  |  |

**CLASS11**