|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MATH  Objective: To study and retain Addition.  Instructions: Add the following and total.  =  =  =   =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  =  = | =  =  =  =  =  =  =  =  =  =  **ORGANIZATION**  Objective: Learn about time. Instructions: Read.  60 seconds equal 1 minute.  60 minutes equal 1 hour.  24 hours equal 1 day.  7 days equal one week.  1) Write the minutes of the hour around the clock:  2) Write the 7 days of the week:  3) Write the times represented:  **\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_** | 4) Write the following times on the clocks: 7:18, 1:45, 8:52.  5) How many hours are in a week?  24 hours=1 day 7 days=1 week   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |   **6) Time Terms:** To Tell time, What time is it?, Timely, Late, Timeless, Punctual, Running late, Tardy, Out of time, Early, Over-time, Hourly, Day-by-day, Daily, Every other day, Evening, After-noon, Morning, Time heals all wounds, Just in time.  **Time-Related Terms:** Behind, Ahead, Skill, Alarm, Wake-up, Necessary, Practical, Relevant Experience, History, Historic, Now, Present, Future, Futuristic. |

**CLASS11.5**

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| **READING, WRITING & SPEECH**  **Objective: Learn parts of speech. Instructions: List parts of speech for each letter.** |

**Parts of Speech**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Article-A** | **Adjective-ADJ** | **Noun-N** | **Subject Noun-SN** | **Action Verb-AV** | **To-Be Verb-BV** | **Adverb-ADV** | **Preposition-P** | **Object Noun-ON** |
| Identifies noun | Describes noun | Person, place or thing | Noun running the action | Action | State of being | Describes verb | Action detail | Noun that receives the action |

**List Parts of Speech for each Letter**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Article-A** | **Adjective-ADJ** | **Noun-N** | **Subject Noun-SN** | **Action Verb-AV** | **To Be Verb-BV** | **Adverb-ADV** | **Preposition-P** | **Object Noun-ON** |
| **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12**

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| MATH  Objective & Instructions: Subtract and total the following.  =  =  =   =  =  =  =  =  =  =  =  = =  =  =  =  =  =    =  = =  =  =  =  =  =    =  =  =  =  =  =    =    =    =  =  = |                                                                    | ORGANIZATION  Objective & Instructions: Learn about time.  24 hours are in 1 day.  7 days are in 1 week.  4-5 weeks are in a month.  52 weeks and 12 months are in 1 year.  10 years are in 1 decade.  10 decades, 100 years are in 1 century.  10 centuries,1000 years = 1 millennium.  **Schedules:**  **By Day or Daily By Week or Weekly**   |  |  | | --- | --- | |  |  |   **By Month or Monthly**  **CLASS12.5** |

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| READING, WRITING & SPEECH  Objective: Sentence building. Instructions: Use yesterday's words to build sentences. |

**Review parts of speech by speaking out loud.**

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| **Article-A** | **Adjective-ADJ** | **Noun-N** | **Subject Noun-SN** | **Action Verb-AV** | **To-Be Verb-BV** | **Adverb-ADV** | **Preposition-P** | **Object Noun-ON** |
| Identifies noun | Describes noun | Person, place or thing | Noun running the action | Action | State of being | Describes verb | Action detail | Noun that receives the action |

**Sentences**

|  |  |
| --- | --- |
| SN-AV. | He went. |
| SN-AV-ON. | He went home. |
| A-SN-BV-ADV. | The store was open. |
| SN-ADV-AV-ON. | He grudgingly went home. |
| A-SN-BV-AV-P-A-ON. | A dog was walked to the park. |
| A-ADJ-SN-BV-ADV. | A nice woman was thinking quietly. |
| A-ADJ-SN-AV-P-A-ON. | The nice woman walked to the store. |

**Commands Questions**

|  |  |  |  |
| --- | --- | --- | --- |
| AV! | Go! | Q? | Why? |
| AV-ON! | Go Home! | Q-BV-A-ON? | Where is the store? |
| AV! and/or ON! | Help! | Q-SN-AV-BV-P-A-ON? | Do you want to go to the party? |

**Build your own sentences and share.**

|  |  |
| --- | --- |
| SN-AV. |  |
| SN-AV-ON. |  |
| A-SN-BV-ADV. |  |
| SN-ADV-AV-ON. |  |
| A-SN-BV-AV-P-A-ON. |  |
| A-ADJ-SN-BV-ADV. |  |
| A-ADJ-SN-AV-P-A-ON. |  |

**Build your own commands, questions and share.**

|  |  |  |  |
| --- | --- | --- | --- |
| AV! |  | Q? |  |
| AV-ON! |  | Q-BV-A-ON? |  |
| AV! and/or ON! |  | Q-SN-AV-BV-P-A-ON? |  |

**CLASS13**

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| MATH  Objective:  Addition and subtraction.  **Addition**  1 + 2 =  3 + 3 =  4 + 2 =  1 + 5 =  6 + 2 =  4 + 4 =  2 + 6 =  7 + 3 =  9 + 1 =  5 + 2 =  5 + 4 =  3 + 6 =  6 + 3 =  3 + 2 =  2 + 4 =  1 + 8 =  3 + 6 =  3 + 4 =  7 + 3 =  9 + 1=  8 + 1 =  5 + 5 =  7 + 2 =  6 + 1 =  5 + 3 =  2 + 8 =  2 + 1 =  2 + 5 =  3 + 1 =  7 + 1 =  4 + 6 =  10 + 1 =  10 + 2 =  10 + 3 =  10 + 4 =  10 + 5 =  10 + 6 =  10 + 7 =  10 + 8 =  10 + 9 =  10 + 10 = | **Complex Addition**    22  +33  18  +92  111  +849  242  +62  8001  +208  744  +47  55  +44  348  +63  91  +86  235  +602  72  +89  1010  +313  412  +412  681  +923 | **Subtraction**  9 – 4 =  4 – 3 =  1 – 1 =  3 – 2 =  4 – 4 =  4 – 2 =  5 – 3 =  8 – 3 =  3 – 1 =  2 – 1 =  2 – 2 =  4 – 3 =  5 – 5 =  5 – 4 =  6 – 2 =  10 – 2 =  10 – 4 =  9 – 3 =  3 – 3 =  8 – 7 =  8 – 8 =  8 – 3 =  10 – 1 =  6 – 5 =  5 – 2 =  5 – 1 =  6 – 3 =  6 – 1 =  9 – 7 =  9 – 6 =  9 – 5 =  10 – 3 =  8 – 6 =  8 – 5 =  8 – 4 =  10 – 4 =  4 – 2 =  6 – 4 =  7 – 5 =  7 – 3 =  7 – 7 =  7 – 2 =  9 – 8 = | **Complex Subtraction**  1000  -522  29  -18  875  -781  423  -64  8,000  - 1  4321  -4003  258  -126  794  -658  6112  -612  18  -10  49  -38  99  -44  52  -39 | **ORGANIZATION**  Objective: Time logic.  Instructions: Answer questions.  List the months of the year:  1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If you were early for a 9 AM appointment what time would you be there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_  If you were late, what time would you be there?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If you were punctual, what time would you be there? \_\_\_\_\_\_\_\_\_  List an 8-hour work shift starting from:  8AM to \_\_\_\_\_\_\_\_  9AM to \_\_\_\_\_\_\_\_  10 AM to \_\_\_\_\_\_\_\_  3PM to \_\_\_\_\_\_\_\_\_  4PM to \_\_\_\_\_\_\_\_\_  5PM to \_\_\_\_\_\_\_\_\_  How much time would you need to prepare for a 10AM interview?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How much time would you need, to get to a job downtown?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **CLASS 13.5** |

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| READING, WRITING & SPEECH  Objective & Instructions: Study sentence building. |

1) List 'Parts of Speech' Vocabulary.

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| **Articles-A** | **Ques-tions-**  **Q** | **Subject Nouns-SN** | **Object Nouns-ON** | **Adjec-tives-**  **ADJ** | **To-Be**  **Verbs-BV** | **Action Verbs-**  **AV** | **Adverbs-ADV** | **Preposi-tions-**  **P** |
| Identifies noun | Inquiry | Noun running the action | Noun that receives the action | Describes noun | State of being | Action | Describes verb | Action detail |
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2) Create sentences, commands, questions. Refer to yesterday's sample sentences.

List Sentences:

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List Commands & Questions:

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3) Pick a partner and read 3 of your sentences and 2 of your commands and questions. Switch and listen to the other person's sentences, commands and questions.

**CLASS14**

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| **MATH**  Objective & Instructions:  Learn systems of measure.  **Standard Measurement**  DISTANCE  1 Mile = 1760 yards  1 Yard = 3 feet, 36 inches  1 Foot = 12 inches, 1/3 yard  1 Inch = 2 half inches or 4 quarter inches  VOLUME  1 Gallon = 2 half gallons,  4 quarts  1 Quart = 2 pints  1 Pint = 2 cups  1 Cup = 2 half cups, 3 -1/3 cups, 4 quarter cups    1 Tablespoon = 3 teaspoons  1 Teaspoon=2-½ teaspoons  3 -1/3 teaspoons, 4 -  ¼ teaspoons  WEIGHT  1 Ton = 200 pounds  1 Pound = 16 ounces, 2 -  ½ pounds  **Metric Measurement**  DISTANCE  1 Kilometer = 1000 Meters  1 Meter = 100 Centimeters,  10 Decimeters  1 Centimeter=10 Millimeters  VOLUME  1 Liter = 2 half Liters, 1000 milliliters  WEIGHT  1 Kilogram= 1000 grams  1 Gram = 1000 milligrams  **Reference: http://www.asknumbers.com** | **VOCABULARY**  **Time **: **Duration of wait or action**   Duration: length of time   Wait: time before action   Appointment: designated meeting time Hours Minutes Seconds  **Distance1-dimensional linear space between points or places**  Length & Width: distance across  Height: distance tall  Depth: distance from back to front  Radius: half distance of a circle  Diameter: full width of a circle  Miles Yards Feet Inches  Kilometers Meters Centimeters  **Area** **: 2-dimensional surface between lines and borders**   Area: cumulative linear distances   Surface Area: the top or outer dimensions Miles squared-mi.2 Feet squared-ft.2 Inches squared-in.2 Kilo-meters Squared-km2 Meters Squared -m2 Centimeters Squared-cm2  **Volume  : 3-dimensional proper-ties or measurement of an object**  **** Cube: square with depth   Sphere: circle with depth   Contents: quantity that fits inside   HxWxD: formula to compute volume of a rectangular object  Liter Milliliter Inches cubed-in3  Meters cubed-m3 Yards cubed-yd3  **Weight  measure of heaviness**  Tons Pounds Ounces  Kilograms Grams  **Speed:** **distance traveled in a specific amount of time; Velocity**  MPH – Miles per Hour  V=d/t – velocity = distance / time  **Reference: http://www2.franciscan.edu/** | **ORGANIZATION**  Objective: Select the right measurement.  What do you use to calculate a work day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to figure out the contents that can fit in a box. \_\_\_\_\_\_\_\_\_\_\_  What do you use to figure out your motion in a car? \_\_\_\_\_\_\_\_\_\_\_\_  You need to know how far it is from Chicago to Minneapolis. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to mix lemonade in the correct proportions. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to know the measurement of ocean between land masses. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to use 3lbs. Of potatoes for the recipe. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to know all the dimensions of a project.\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to know how large your dog is.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to know when your friend is showing up. \_\_\_\_\_\_\_\_\_  **CLASS14.5** |

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| **LETTER-EMAIL** May 5, 2014  To: [NissanInfo@Nissan.com](mailto:NissanInfo@Nissan.com)  Re: Warranty on car  Dear Warranty Maintenance:  I received the recall on the muffler on my Nissan GT-R, Vin#20137789000534448. I would like to make an appoint-ment to run repairs on June 10.  Regards,  Jast Jarl\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **RECIPE**  **Spinach & Mushroom Omelet**  Ingredients:  3 Eggs  1/3 lb. of spinach  ½ lb. of mushrooms  2 T. of cooking oil  Directions: Chop spinach and mushrooms. Mix with eggs. Heat oil in skillet. Pour in egg mixture and sauté until firm. Serve.\_\_\_\_    **MEMO**  **Attention all Office Personnel:**  We will be leaving at 2pm for the New Year's Eve holiday.  **Happy New Year!**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **PLAY**  (Stage directions) *She sweeps out, closing the door behind her. Roger hands the menu back to Ferris, abruptly, and clings on to him, desperately.*  ROGER Ferris? My wife’s down there!  FERRIS I Know!  ROGER You’ll have to do something.  FERRIS Me?  ROGER Yes!  FERRIS Why me?  ROGER That’s what hotel manage-ment’s all about. Looking after the customers.\_  Reference: Bedside Manners, A Comedy by Derek Benfield. Samuel French Ltd, London, UK ©1990. | **RESEARCH**  The Gallup Poll  Public Opinion 2002, January 4  DRAFTING WOMEN FOR THE MILITARY  Interview Date: 12/14-16/01  CNN/USA Today/Gallup Poll  Survey # GO 135256  *Next, I will read you a list of jobs in the military that are considered combat jobs. Do you favor or oppose having women do each of the following?*  FAVOR OPPOSE   |  |  |  | | --- | --- | --- | | Flying combat aircraft | 77.00% | 21.00% | | Serving on submarines | 73.00% | 24.00% | | Serving on Special Forces that conduct operations behind enemy lines | 63.00% | 35.00% | | Serving as ground combat troops | 52.00% | 46.00% |   **NEWS - CNN.COM**, 1/29/15  **Senate Passes Keystone XL Measure**  **Washington (CNN)**  The Senate passed a bipartisan bill on Thursday to clear construction of the Keystone XL pipeline, a controversial project that would transport oil from Canada to the Gulf of Mexico.  The vote was 62 to 39. Nine mostly centrist Democrats joined with Republicans to support the bill despite President Barack Obama's promise to veto it. The President has said the decision should remain within the executive branch. | | **ADVERTISEMENTS**  1-800  flowers.COM  Let us arrange a  smile for you  [Healing Tears - Lavender and White](http://www.1800flowers.com/sympathy/healing-tears-lavender-white-95420?categoryId=400120054) $49.99-$69.99  Same-Day Local Florist Deliver  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WANT ADS**  **FOR SALE: L-Shape sectional, grey blue. $50. Call 000-000-0000.**  **FICTION & PROSE**  A good, deep sleep in the morning and afterwards visits, drinking... He remembered Olya, too, of course, with her kittenish, cry-baby, pretty little face. She must be sleeping now and she isn't dreaming of him. These women are soon comforted. If it weren't for Olya he wouldn't be here. She had tricked him, fool that he was. She had needed the money!..He had stolen, been caught and gone to Siberia, but Olya had copped out and hadn't gone of course. Now here silly little head was sunk in a soft lacy pillow and here feet were a long way's off from the dirty snow! (Oskolki, 1883, No. 16)  **Reference: Checkhov's Poetics, translated by Edwina Jannie Cruise & Donald Dragt. Ardis Publishers, 1983.**  **CLASS15** |
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| MATH & ORGANIZATION  Objective & Instructions: Get proficient at measurement questions.  **1a)** The duration of time for a 2PM appointment that ended at 3:30 \_\_\_\_\_\_\_. **1b)** The wait time between 2PM and 5PM appointments: \_\_\_\_\_\_\_ .  **2)** You will travel from Chicago, IL and South Bend, IN. (Driving time: 1 hr. 40 min.) **2a)** Total the miles.  **DIRECTIONS** **MILES**   |  |  | | --- | --- | | Start out going north on N LaSalle St toward W Randolph St. | **00.1** | | Take the 1st left onto W Randolph St. | **0.4** | | Keep right at the fork to continue on W Randolph St. | **00.3** | | Merge onto I-90 E/I-94 E via the ramp on the left. | **03.0** | | Keep left to take I-90 (EXPRESS) E/I-94 E/Dan Ryan Expy S toward 55th St. | **03.9** | | Take the I-90 E exit, EXIT 59A, toward Skyway/Indiana Toll Rd. | **00.3** | | Merge onto I-90 (LOCAL) E/I-94 E/Dan Ryan Expy S. | **00.6** | | Merge onto I-90 E via EXIT 59A on the left toward Indiana Toll Rd (Portions toll) (Crossing into Indiana). | **84.0** | | Take the IN-933/US-31 Bus exit, EXIT 77, toward South Bend/Notre Dame. | **01.2** | | Turn right onto Indiana State Route 933/US-31 Bus S/IN-933. Continue to follow US-31 Bus S/IN-933. | **02.5** | | **Welcome to SOUTH BEND, IN.** |  | | ADD TOTAL MILES TRAVELED: |  | | | **2b)** How many minutes does it take to travel a mile on this trip?  (TOTAL MILES/100 minutes)  **3)** There is a park scheduled to be built with 4 borders. The borders are 5 miles, 4 miles, 5 miles, 4 miles.  **3a)** What is the area of the park to be built? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3b)** There is a recreational building to be put in the park. It is 3 floors tall, 3 floors wide and 2 floors deep. What is the building's volume? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **4)** One package sent equaled 8 pounds. Twenty of the same package would equal \_\_\_\_\_\_\_\_\_\_\_\_ pounds.  **5)** What is the speed of the driving trip from Chicago, IL to South Bend, IN?  **Measurement Equivalents**  **Standard**  3 Feet = \_\_\_\_ Inches = \_\_\_\_\_\_Yards  18 Yards = \_\_\_\_ Feet  18 Inches = \_\_\_\_\_ Feet  17.6 Yards = \_\_\_\_\_ Miles  24 Pounds = \_\_\_\_\_ Ounces  8 Tons = \_\_\_\_\_\_\_ Pounds  8 Cups = \_\_\_\_\_ Pints = \_\_\_\_\_Quarts  15 Quarts= \_\_\_\_\_\_ Gallons  **Metric**  1.8 Kilometers = \_\_\_\_\_\_ Meters  50 Centimeters = \_\_\_\_\_\_ Meter  7 Meters = \_\_\_\_\_\_ Centimeters  840 Grams= \_\_\_\_\_\_ Kilograms  4000 Milligrams = \_\_\_\_\_\_\_ Grams  1 Kilogram = \_\_\_\_\_\_\_\_ Milligrams  10 Liters = \_\_\_\_\_\_\_\_ Milliliters | | |

**CLASS15.5**

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| READING, WRITING & SPEECH  Objective & Instructions: Reading and writing paragraphs.  Note: A **Paragraph** is a series of complete sentences on a topic. A **Paper** is an ordered series of paragraphs on a topic. A **Report** is a cohesive series of paragraphs with a conclusion, and analytical support. An Outline is a list of the important sections and points. |

READING

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| **A Day at the Office**  Everyone arrived punctually today, except the president who arrived late with presentation materials and bagels for the weekly meeting. He set up the dry-erase board and announced through the phone intercom that the meeting would start in five minutes. Seven people showed up and sat down. Quietly, each ate a pre-meeting bagel. The president proceeded with the meeting, announcing that sales had been great this month and the top salesperson would get a bonus. The latest promotion had been sent in the mail and there would be a deluge of responses in the next week. Finally there was congratulations for the second salesman because his wife had just had a baby. The child was named Nate after his grandfather. The salesman apologized for any inconvenience that his month absence had caused. He looked tired, but happy. The president closed the meeting with his talk about how the business had progressed in five years and would expand over the next five years. |

QUESTIONS

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| Who arrived to work on time? |
| What is the nature of the office environment? A)Energetic B)Humorous C)Polite D)Solemn |
| What is this paragraph trying to convey about Workplaces and Working? |

WRITING

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| **Write about the kind of job you would like work, the people you would like to work with, and why and how you would be a great employee. Don't answer the question, but write in complete stand-alone sentences. This could be used to help build your resume, so be honest and keep quality.** |
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**CLASS 16**

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| MATH  Objective & Instructions: Learn basic geometry. Fill in the blanks.  With a string figure out the dimensions that are not listed.  List **Circle** dimensions:   Radius: \_\_\_\_\_\_\_ units   Diameter: \_\_\_\_\_\_\_ units   Area: \_\_\_\_\_\_\_\_\_\_ units2  (Use string to compute)   Circumference: \_\_\_\_ units  **Advanced: or **  **Circumference=d \_\_ Area=r2\_**  List **Rectangle** dimensions:   Length: \_\_\_\_\_\_\_ units   Width: \_\_\_\_\_\_\_ units   Height: \_\_\_\_\_\_\_ units   Area: \_\_\_\_\_\_\_\_\_ units2   Perimeter: \_\_\_\_\_\_\_\_\_ units  **Advanced: Area=LH \_\_\_\_\_\_**  **Perimeter= 2L+ 2H \_\_\_\_\_**  **Reference:** [**http://www.math.com**](http://www.math.com/)**🡪** | List **Square** dimensions:   Side: \_\_\_\_\_\_\_ units   Area: \_\_\_\_\_\_\_ units2   Perimeter \_\_\_\_\_\_\_units  **Advanced: Area=S2 \_\_\_ Perimeter=4S \_\_\_**  TRIANGLES  **Isosceles:** 2 sides the same  **Equilateral:** 3 sides the same  **Right:** 1 corner is a right angle List **Triangle** dimensions:  Height: \_\_\_\_\_\_\_ units  Width: \_\_\_\_\_\_\_\_ units  Hypotenuse: \_\_\_\_\_\_\_ units  Area: \_\_\_\_\_\_\_\_\_ units2  (Use string to compute)  Side: \_\_\_\_\_\_\_\_\_ units  Perimeter: \_\_\_\_\_\_\_\_\_ units  **Advanced: Area=HW/2 \_\_\_**  List **Triangle** dimensions:  Height: \_\_\_\_\_\_\_ units  Width: \_\_\_\_\_\_\_\_ units  Area: \_\_\_\_\_\_\_\_units2  (Use string to compute)  Hypotenuse: \_\_\_\_\_\_\_ units  Perimeter: \_\_\_\_\_\_\_\_ units  **Advanced: Sides a2 + b2 = c2**  **c=\_\_ Pythagorean Theorem** | ORGANIZATION  Objective: Study Past, Present, Future.  The **PAST** equates to things that have happened. Those things may be avail-able to be re-visited, such as remakes of past lives, memories, chemistry.  OR  The PAST may be destroyed, closed out to be locked away, stored in memory and awareness, retold in another format.  **Terms:** History, Time,  Time Travel, Set, Boundaries, Death  The **PRESENT** equates to things happening now at this time. Most often it is a dynamic time where the PAST influences the FUTURE.  **Terms:** Now, Moment,  Action, The time is now  The **FUTURE** is the next moment of what is going to happen and reaction to it – with full range of plans, results, and living – for all living things individually and in conglomerate. **Terms:** Plans, The Light, Ideal, Destiny, Will Power, Infinite, Patience    **CLASS16.5** |
| READING, WRITING & SPEECH  Objective: Study First, Second, Third Person Singular & Plural nouns and verb tenses.  Instructions: Fill in requested information. | | | |

**WHO**

**First Person Subject Sing.  Second Person Subject Sing.  Third Person Subject Sing.**

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| **FPSS:** | **SPSS:** | **TPSS:** |

**First Person Subject Plur.  Second Person Subject Plur.  Third Person Subject Plur.**

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| **FPSP:** | **SPSP:** | **TPSP:** |

**First Person Object Sing.  Second Person Object Sing.  Third Person Object Sing.**

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| **FPOS:** | **SPOS:** | **TPOS:** |

**First Person Object Plur.  Second Person Object Plur.  Third Person Object Plural**

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| **FPOP:** | **SPOP:** | **TPOP:** |

**WHAT WHERE**

**One Thing-Singular Many Things-Plural Prepositional Phrase**

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**WHY WHICH**

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| **Because  reason.** |  | **This one.** |
| **Because justification.** |  | **That one.** |

**WHEN**

**Time is only changed in the verbs of the English language.**

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|  **TIME** | **To-Be Verb-BV –** Being  Verb: To Be | **Action Verb-AV –** Action  Use Verb: Work | **Adverb-ADV** – Describes Verb |
| **PAST** | I \_\_\_\_\_\_\_\_\_\_ We \_\_\_\_\_\_\_\_\_  You \_\_\_\_\_\_\_\_ You(p)\_\_\_\_\_\_\_  He/She/It \_\_\_\_ They \_\_\_\_\_\_\_\_ | I \_\_\_\_\_\_\_\_\_\_ We \_\_\_\_\_\_\_\_\_  You \_\_\_\_\_\_\_\_ You(p)\_\_\_\_\_\_\_  He/She/It \_\_\_\_ They \_\_\_\_\_\_\_\_ | THEN |
| **PRESENT** | I \_\_\_\_\_\_\_\_\_\_ We \_\_\_\_\_\_\_\_\_  You \_\_\_\_\_\_\_\_ You(p)\_\_\_\_\_\_\_  He/She/It \_\_\_\_ They \_\_\_\_\_\_\_\_ | I \_\_\_\_\_\_\_\_\_\_ We \_\_\_\_\_\_\_\_\_  You \_\_\_\_\_\_\_\_ You(p)\_\_\_\_\_\_\_  He/She/It \_\_\_\_ They \_\_\_\_\_\_\_\_ | NOW, UNTIL |
| **FUTURE** | I \_\_\_\_\_\_\_\_\_\_ We \_\_\_\_\_\_\_\_\_  You \_\_\_\_\_\_\_\_ You(p)\_\_\_\_\_\_\_  He/She/It \_\_\_\_ They \_\_\_\_\_\_\_\_ | I \_\_\_\_\_\_\_\_\_\_ We \_\_\_\_\_\_\_\_\_  You \_\_\_\_\_\_\_\_ You(p)\_\_\_\_\_\_\_  He/She/It \_\_\_\_ They \_\_\_\_\_\_\_\_ | UNTIL, WHEN |

**CLASS17**

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| MATH  Objective: Multiplication  Instructions:   1 x 1=   1 x 2=   1 x 3=   1 x 4=   1 x 5=   1 x 6=   1 x 7=   1 x 8=   1 x 9=   1 x10=     2 x 1=     2 x 2=     2 x 3=     2 x 4=     2 x 5=     2 x 6=     2 x 7=     2 x 8=     2 x 9=     2 x 10=       3 x 1=       3 x 2=       3 x 3=       3 x 4=       3 x 5= |      3 x 6=       3 x 7=       3 x 8=         3 x 9=       3 x 10=         4 x 1=         4 x 2=         4 x 3=         4 x 4=         4 x 5=         4 x 6=         4 x 7=         4 x 8=         4 x 9= | **ORGANIZATION**  Objective: Identify the following. Circle what applies.  **The men went to the hardware store.**  FPSS SPSS TPSS  FPSP SPSP TPSP  FPOS SPOS TPOS  FPOP SPOP TPOP  **One man went to many hard-ware stores.** FPSS SPSS TPSS  FPSP SPSP TPSP  FPOS SPOS TPOS  FPOP SPOP TPOP  **We had enough supplies for us.**  FPSS SPSS TPSS  FPSP SPSP TPSP  FPOS SPOS TPOS  FPOP SPOP TPOP    **Every day something happens.**  SINGULAR PLURAL  **Many months are temperate.**  SINGULAR PLURAL  **Historically the place was haunted.**  PAST PRESENT FUTURE  **Her flowers are beautiful.**  PAST PRESENT FUTURE  **Some day we will live on other planets.** PAST PRESENT FUTURE  **Cars make up the main means of transportation.**  PAST PRESENT FUTURE  **Her father always met his financial obligations.**  PAST PRESENT FUTURE  **He will meet you at 5PM promptly.**  PAST PRESENT FUTURE  **Things are great.**  PAST PRESENT FUTURE  **CLASS17.5** |

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| READING, WRITING & SPEECH  Objective & Instructions: Write 2-3 paragraphs, and pick the best one to read to others. |

**Past:** Write the History of a What or Who. Include related Who’s or What’s. Tell When and Why.

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**Present:** Write a marketing slogan for a company. List quotes from president, middle managers, and employees that make the company look great.

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**Future:** Use and continue the sentence “In the future we will…”

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**CLASS18**

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| MATH  Objective: Multiplication  Instructions: Multiply the following.        4 x 9=        4 x 10=   5 x 1=     5 x 2=       5 x 3=         5 x 4=           5 x 5=         5 x 6=           5 x 7=           5 x 8=           5 x 9=  5x10= | 6 x 1=   6 x 2=  6 x 3=  6 x 4=  6 x 5=  6 x 6=  6 x 7=   6 x 8=  6 x 9=  6 x 10=   7 x 1=   7 x 2=   7 x 3=   7 x 4=   7 x 5=   7 x 6=   7 x 7=   7 x 8=  7 x 9=   7 x 10=   8 x 1=   8 x 2=   8 x 3=   8 x 4=   8 x 5=   8 x 6=   8 x 7=   8 x 8=   8 x 9=   8 x 10=   9 x 1=   9 x 2=   9 x 3=   9 x 4=   9 x 5=   9 x 6=   9 x 7=   9 x 8=  9 x 9=   9 x 10= | ORGANIZATION  Objective: Exercises on Thinking and Feeling.  Instructions: Fill in.  **1) I think…**   |  | | --- | |  | |  | |  | |  |   **, and that makes sense. Everyone would think so.**  **2) I think…**   |  | | --- | |  | |  | |  | |  |   **, but that is just me. My experience is different.**  **3) I feel…**   |  | | --- | |  | |  |   **today, but usually I feel…**   |  | | --- | |  | |  | |  |   **4) I want to change and need to…**   |  | | --- | |  | |  | |  | |  | |  |   **CLASS18.5** |
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| READING, WRITING, SPEECH  Objective & Instructions: Read different types of literature. |

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| **REFERENCE**  **The TIMES Comprehensive ATLAS of the WORLD Times Books, London, 1967-2007.**  IMAGES OF THE EARTH: OCEANIA  The continent of Oceania comprises Australia, New Guinea, New Zealand and the islands of the Pacific Ocean. The main Pacific island groups of the Melanesia, Micronesia and Polynesia sit amongst the complex of ridges and troughs which make up the Pacific seafloor. Notable among these, and visible extending northwards from New Zealand, are the Kermadec and Tonga trenches -  IMAGES OF THE EARTH: ASIA  This vast continent – the world's largest – covers an enormous area and contains a great variety of landscapes, evident on this image. It stretches from Mediterranean Sea in the west to the far east of the Russian Federation and Japan, and from arctic Siberia in the north to the tropical islands of Indonesia. - | **BIOGRAPHICAL**  **(8/6-7/1863 Letters)**  ***The Collected Works of Abraham Lincoln VI 1862-1863***  ***Abraham Lincoln Association, Springfield, IL, Editor: Roy P. Basler, AE: M.D. Pratt and L.A. Dunlap.***  ***To Horatio Seymour***  His Excellency Horatio Seymour Executive  Mansion, Aug. 7, 1963.  *Your communications of the 3r. Inst. has been received, and attentively considered I can not consent to suspend the draft in New York, as you request, because, among other reasons, time is too important. By the figures you send, which I presume are correct, the twelve Districts represented fall into two classes of eight, and four respectively. The disparity of the quotas for the draft, in these two classes is certainly very striking, being the difference between and an average of 2200 in one class, and 4864 in the other. ...*  ***To Mary Todd Lincoln***  *Executive Mansion, Washington, August, 8 1863 – My dear Wife. All is well as usual, and no particular trouble any way. I put the money into the Treasury at five percent, with the privilege of withdrawing it any time upon thirty days' notice. ...* |
| **SCIENCE FICTION**  **Out of The Silent Planet** (Ch. 15, Pg. 91)  “Come in, Small One,” boomed the sorn. “Come in and let me look at you.” Now that he stood face to face with the spectre that haunted him ever since he set foot on Malacandra Ransom felt a surprising indifference. He had no idea what might be coming next, but he was determined to carry out his programme; and in the meantime the warmth and more breathable air were a heaven in themselves. He came in, well in past the fire, and answered the sorn. His own voice sounded to him a shrill treble. “The hrossa have sent me to look for Oyarsa,” he said. The sorn peered at him. “You are not from this world,” it said suddenly. “No,” replied Ransom, and sat down. He was too tired to explain. “I think you are from Thulcandra, Small One,” said the sorn. “Why?” said Ransom. | **NEWS EDITORIAL**  ***The NATION***  ***Monday December 20, 1965. 201, No. 21, Pg.86.***  **Economics of the Long War**  *The news media, electronic and printed alike, live the drama: consequently nothing makes them happier than a confrontation, a clash of wills among titans. So the disagreement between the President of the United States and the Chairman of the Federal Reserve Board was pictured in gladiatorial terms, with William McChesney Martin fighting for tight money against the old Populist from the Southwest, beating his breast for easy credit, full employment and the Great Society. There may be some truth in this interpretation of the Federal Reserve's hiking of the discount rate by half a point, but it is not the whole truth, nor even a major part. Mr. Johnson might well wish that Mr. Martin were his subordinate, to be fired at will, but Woodrow Wilson and Carter Grass did not plan it that way, and in the end Mr. Johnson may be glad that fiscal policy is not entirely in his hands.*    **CLASS19** |
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| MATH  Objective: Division  Instructions: Divide the following; list answer and remainder as \_\_\_\_R\_\_\_                      1  1 =  1 0 =\_\_\_\_\_  2 2 =  2 1 =  20 =\_\_\_\_\_  3 3 =  3 2 =  3 1 =  3 0 =\_\_\_\_\_  4 4 =  4 3 =  4 2 =  4  1 =  40 =\_\_\_\_\_  5  5 =  54 =  5 3 =  52 =  5  1 =  50 =\_\_\_\_\_  6  6 =  6  5 =  64 =  63 =\_\_\_\_\_ | 64 =  6 3 =  62 =  6 1 =  60 =\_\_\_\_\_  Instructions: Divide the following; list answer and remainder as a fraction: Ex: 32= 11/3  7 7 =  76 =  7 5 =  74 =  7 3 =  72 =  7  1 =  70 =\_\_\_\_\_  88 =  87 =  86 =  8 5 =  8 4 =  8 3 =  82 =  8  1 =  8 0 =\_\_\_\_\_  99 =  98 =  97 =  96 =  9 5 =  94 =  9  3 =  92 =  9  1 =  0 =\_\_\_\_\_\_  10 10 =  109 =  108 =\_\_\_\_\_ | 107 =  10 6 =  10 5 =  104 =  10 3 =  102 =  10  1 =  100 =\_\_\_  1111 =  11 =  11 9 =  118 =  11 7 =  116 =  11 5 =  114 =  11 3 =  112 =  11  1 =  110 =\_\_\_  1212 =  12 11 =  1210 =  12 9 =  128 =  12 7 =  12 6 =  12  5 =  12 4 =  12 3 =  122 =  12  1 =  12 0 =\_\_\_ | ORGANIZATION  Objective & Instructions: Answer budget questions.  **1)**  You have to write bills for the beginning of the month.  You have paid:  Rent check: $650  Online Service Debit: $10  You have less than antici-pated and can only pay partial on the electric bill, and you need to take less personal money.  Electric bill: $32 - Paid: $25  Cash budgeted: $120 – Kept $100  **2)** You are out for a walk and want to get an ice cream. You lost $.50 from $4 and don't have enough for the most expensive brand. The other 2 brands are:   $2.75 Nature's Brand   $3.00 Ice Milk  Select your choice.  **3)** You went to the art museum for a show you really love. You have $20. You paid the $10 entrance fee, donated $1 to future shows. How much do you have left? \_\_\_\_\_\_ You spent $2.50 on a juice. How much do you have left? \_\_\_\_\_\_\_\_  **4)** How much would you need from an ATM to cover an $8.50 ticket to a movie theater? \_\_\_\_\_\_\_\_\_\_  **CLASS 19.5** |
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| READING, WRITING & SPEECH  Objective: Writing Past-Present-Future and First, Second, Third Person paragraphs..  Instructions: Write 3 out of 4 paragraphs, your choice. |

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| 1) Write a personal letter inviting someone to a museum exhibit at a future date. Tell them what you will do there. Use first and second person. | 2) Write a critique of an art exhibit that is currently going on. Tell what one or two attendees have said. Use third person singular. |
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| 3) Write a paragraph from a married couple telling the details of their move from one location to another. Include quotes. Use third person singular and plural. | 4) What do you want to study or learn about in Life? Use first person singular and third person singular or plural. |
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**CLASS 20**

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| MATH  Objective: Math Glut  Instructions: Complete.  8 + 2=  8 x 8=  2 x 8=  7 - 0=  9  3=  1  1=  9 x 4=  4 + 7=  5 x 5=  4 x 5=  3  3=  8  4=  3 + 9=  7 – 6=  7 x 3=  8 x 7=  9 x 1=  6 + 4=  2 + 6=  2 x 10=  6  3=  6 2=  10  5=  8 – 3=  8 – 4=  4 x 4=  4 x 3=  4  2=  12  4=  12  3=  12 x 3=  5 + 2=  5 +7=  7 + 3=  3 – 1=  3 x 9=  0 + 0=  1 + 1=  8 + 3 =  3 + 12=  7 - 1 = | 1 – 0 =  6  2=  6  3=  6  6=  1 + 4=  4  2=  11 – 1=  11 – 4=  10  2=  22  11=  30  10=  9 x 9=  9 x 3=  9 x 8=  7 x 5=  5 x 8=  4 x 8=  9 – 3=  7 x 3=  7 x 2=  90  10=  99  9=  8 x10=  30  10=  30  6=  2 x 2=  2 x 2 x 2=  3 x 3=  3 x 3 x 3=  1 x 1=  1 x 1 x 1=  8 – 6=  4 + 4 + 4=  4 x 4 x 4=  12 – 6=  12 – 3=  5 – 3=  5 x 2=  5 x 3=  22  11=  3 x 6=  3 x 8=  5 – 1=  5 ÷ 5=  5 + 10=  4 x 2= | Complex Math  80**√**3200  524  -234  7√49  61  x 80  11√121  1999  + 1  4**√**8888888  333  x333  3**√**693  6712  +460  154890  x 22  18199917  -8211  2**√**724427  32468  - 7214 | 4**√**84084  968  -49  90009  X 909  22227  - 555  50186  +50189  1280  x 128  27223  - 17  897  x 0  **As A Class**  1**√**52749  0**√**4289  55554  -66668  0 0  -15 -.25  250 351  x 0 x 1 | ORGANIZATION  Objective & Instructions: Constructively, organize your past-present-future.  It is said that a part of you dies for a part of you to rebirth.  What habits, memories, collaborations need to die for you to get and/or make new things?  What past things do you want to bring to the future?  What is in your way in the present?  >  >  >  >    How, Why, When, Where will you journey to the future?  What is its nature?  Who will be with you?    What will be your means?  If God were to meet you half way with help, what would both halves look like? |

**CLASS 20.5**

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| READING, WRITING & SPEECH  Objective & Instructions: Purpose of Writing.  What is writing for? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What do people use writing for? \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why is writing important for the writer?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why is writing important to the reader(s)?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Who should read?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why do you read?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Who should write?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why do you write?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  With what import do you write?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  With what import do you treat the reader?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  With what import should you treat the reader?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Why do we write:**   Notify   Communicate   Connect   Convey a message   Share something interesting   Tell a story   Remember and store the details   Entertain ourselves and others   Research an answer   To be Literary   To be Poetic and create Poetry   To record our Ideas   To record History   To record the Times we live in   To design the Times we want in society   To provide instructions   To update outdated instructions   To journal   To maintain correspondence   To draft an opinion           |
| **OBJECTIVE:** Content that is factual, or verifiable from all directions as true and factual. It is told from a flat, but interesting standpoint. It ranges from telling about something – to recounting exact details – to tallying up important decisions as they are happening. | **List Objective writing formats:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **SUBJECTIVE:** Content is personal. It ranges from expressing an opinion – to creative expression – to altered states of experience – to personal assessment. Its quality is expressive, individual, different and definitive. | **List Subjective writing formats:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**CLASS 21**