

11th – 12th grade • English Level 2

LEARNING PACKET #2



Theme: Frederick Douglass

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Trevin Wurm** in collaboration with Aaron Johnson and Alexa Yunes.

The standards that informed the development of this packet are:

Social Studies

- SS HS 1.1 a
- SS HS 1.1 b
- SS HS 1.1.g
- SS HS 1.2.a
- SS HS 1.2.e
- SS HS 4.2
- SS HS 4.2 b
- SS HS 4.3

English Language Proficiency Standards

- 9-12.3
- 9-12.4
- 9-12.6
- 9-12.8
- 9-12.10

Math Standards and Cross-Cutting Ideas

- MA 11.4.1
- MA 11.4.2a
- MA 12.4.1
- MA 12.4.2

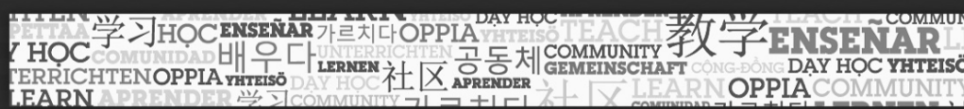
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August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet. This week's packet includes information about Frederick Douglass. Douglass was an early leader in the American Civil Rights movement and advocated strongly for ending slavery. Douglass is a person your student will encounter frequently in high school social studies English and social studies classes. This information is intended to be background information to help your student become more familiar with Douglass and his ideas. The math portion of the packet focuses on strategies for dealing with story problems, with focus on finding numbers and vocabulary that will help students navigate simple to more complex story problems they might see at school. This will help both with math and reading comprehension.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Trevin Wurm**
in collaboration with Aaron Johnson and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

- Diccionario: Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- Diario: Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- El paquete de esta semana incluye información sobre Frederick Douglass. Douglass fue uno de los primeros líderes del movimiento de derechos civiles de los Estados Unidos y abogó firmemente por acabar con la esclavitud. Douglass es una persona que su estudiante encontrará con frecuencia en las clases de inglés y estudios sociales de la escuela secundaria. Esta información está destinada a ser información básica para ayudar a su estudiante a familiarizarse con Douglass y sus ideas. La parte matemática del paquete se enfoca en estrategias para resolver los problemas, haciendo énfasis en encontrar números y vocabulario que ayudarán a los estudiantes a resolver problemas simples y más complejos que puedan ver en la escuela. Esto ayudará tanto con las matemáticas como con la comprensión de lectura.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

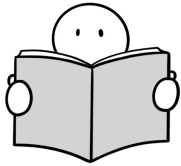
We'd love to see what you've done with this packet!



Instructions Key



- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy

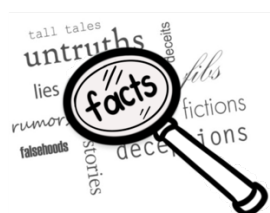
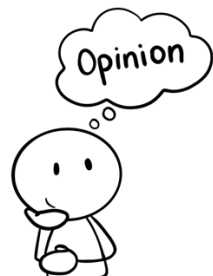

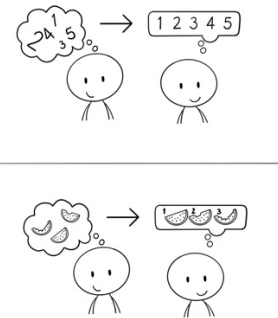



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

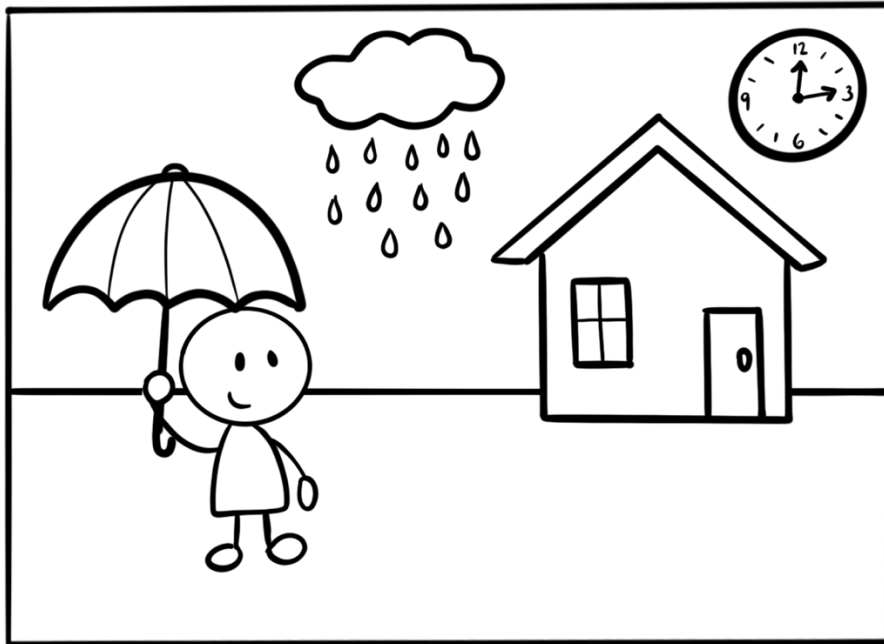


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

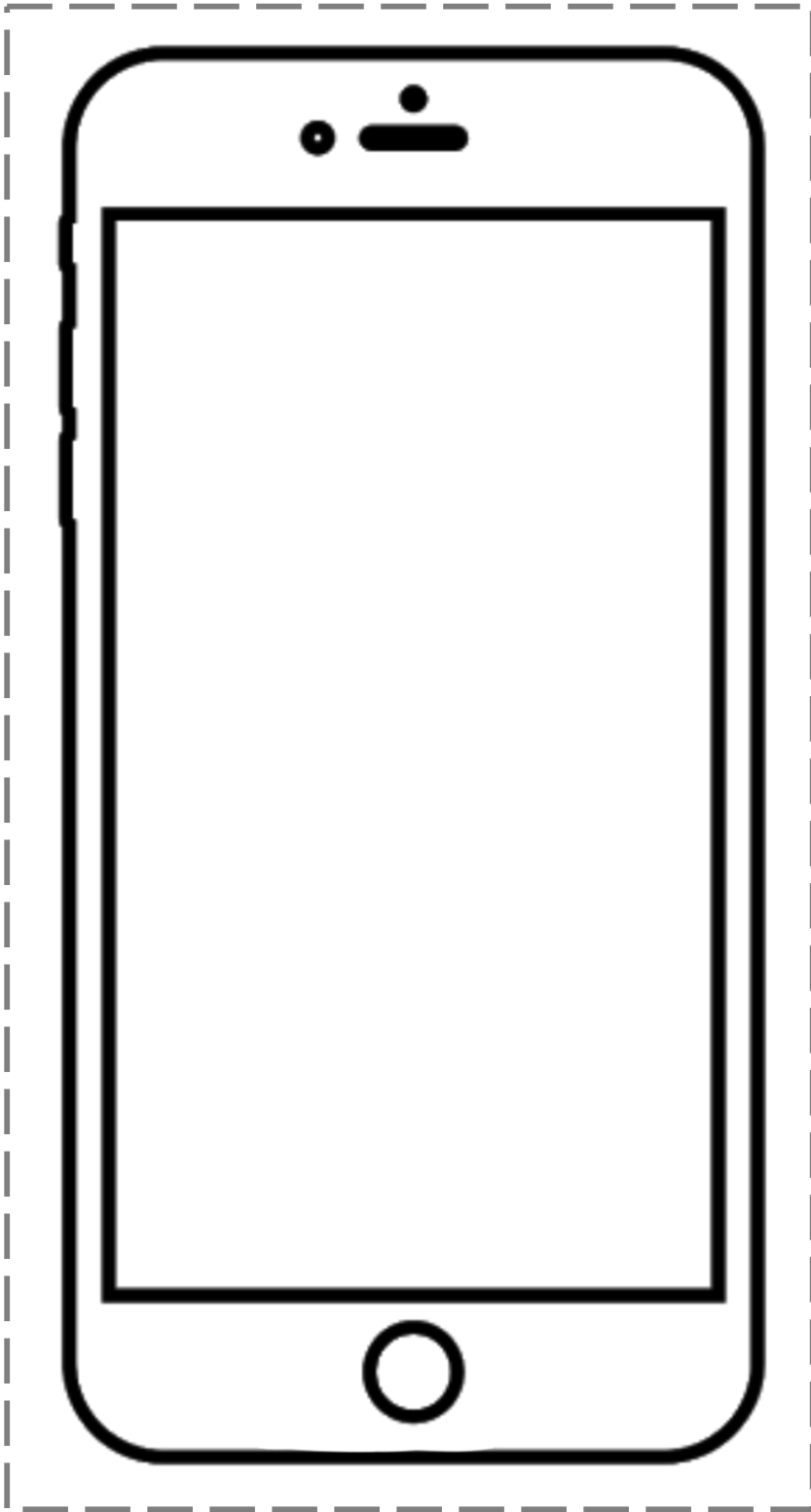


Record a voice message
录制语音留言
Graba un mensaje de voz



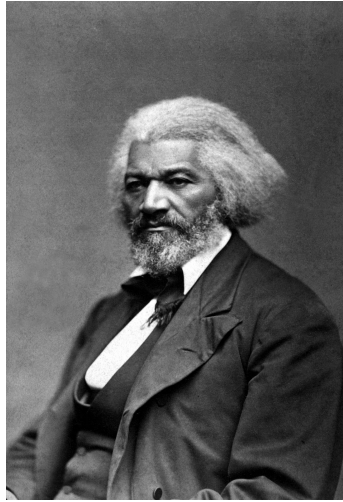
Make a phone call
打个电话
Haz una llamada





Frederick Douglass

Day 1: Frederick Douglass



Journal: Write 4-5 sentences to answer this question:
Frederick Douglass was a very good speaker. He gave speeches and talked in front of many people. Do you like to talk in front of lots of people? Why or why not?

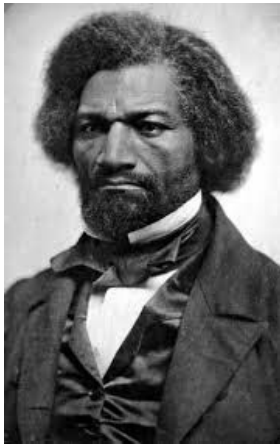
I like to talk in front of people because _____.

I do not like to talk in front of people because _____.

Who Was Frederick Douglass?



Read the information about Frederick Douglass. You will answer the questions when you are done reading.



Frederick Douglass was born in the year 1818 as a slave. A slave is a person who works for someone else and gets no money. The life of slaves was very bad. They had to do very hard jobs, were not allowed to read or write, had no rights and slaves were hurt by the people who owned them.

Douglass escaped slavery. He ran away because life as a slave was terrible and unfair. After he ran away, his goal was to end slavery. People who wanted to end slavery were called abolitionists (**Say: a-bo-li-shun-ist**). Douglass gave speeches about how bad life was for slaves. He talked about how no one should be a slave and everyone in the United States should be given rights. Many people loved listening to him speak because he was such a good speaker. He convinced many people that slavery was bad. He worked very hard to end slavery. Slavery was finally made illegal in the United States in 1865.

1. Last week, you learned about rights. What is an example of a right you have?

2. After Frederick Douglass escaped slavery, what was his goal? What did he do to help end slavery?

3. What is an abolitionist?

Day 2: Frederick Douglass

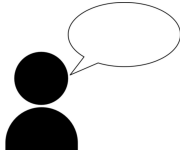


Journal: Write 4-5 sentences to answer this question:
Frederick Douglass worked very hard to try to make the world a better place. What is something you had to work hard for?

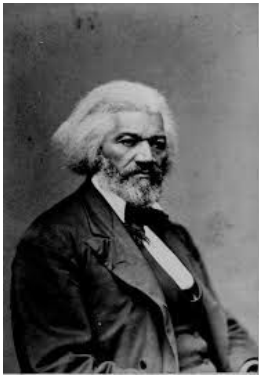
A time I had to work hard was when I _____.

A large rectangular box containing 15 horizontal lines for writing.

What is a quote?



A quote is something important someone said. Quotes are used a lot in history classes. Frederick Douglass said many important things that make people think and help us remember what an amazing person he was. Sometimes, you will have to read a quote and talk about what the person said.



Frederick Douglass said, "Without struggle, there can be no progress."

What does this quote mean?

Struggle means to work even when things are hard to meet your goal.

Progress means to make good changes in the world.

"Without struggle, there can be no progress." **means: you have to fight hard to change the world.**

What does this quote make you feel? Why?

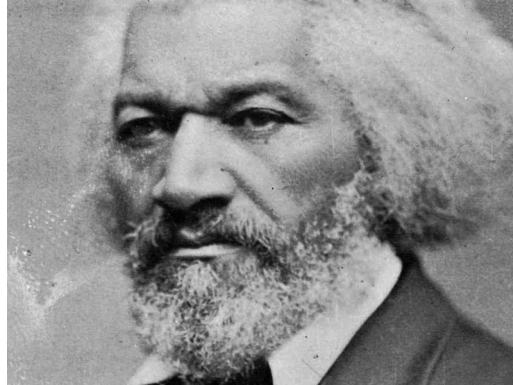
This quote makes me feel _____, because _____.

Day 3: Frederick Douglass



Journal: Write 4-5 sentences to answer this question:
Frederick Douglass worked very hard to help other people. Tell me a story of a time when you helped someone. How did you feel?

A time I helped someone was when _____.
It made me feel _____.



A large rectangular box containing ten horizontal lines for writing a journal entry.

When did you help someone?



Draw a picture that shows you helping someone. You can draw yourself at school, home or anywhere else you helped someone.

Here is a picture of a time I helped someone.

I helped _____.

How is helping others also rewarding for ourselves?

Using “a” and “an”

When you are writing a sentence, when do you use “a” and when do you use “an”? Both of the words mean one, but which one should you use?

Always look at the next word! **If the word starts with a, e, i, o, or u “an” is the correct word.** For example: “I am going to eat an apple after school.”

If it starts with any other letter “a” is the correct word. For example: “That is a big dog!” Read the sentence and choose if it should have “a” or “an”.

Examples:

1. Frederick Douglass was an abolitionist.

Frederick Douglass was a very good speaker.

2. Frederick Douglass is a famous American.

3. An abolitionist is a person who wanted to end slavery.

4. Douglass was born a slave, but he escaped.

5. Douglass was a important voice against slavery.

6. A right is something everyone has, like the right to free speech.

7. Douglass believed that no one should be a slave.

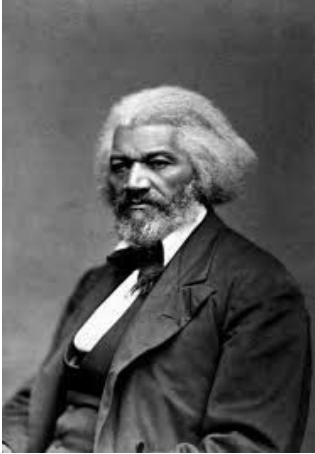


What is one important fact you learned about Frederick Douglass?

One important fact I learned was _____.

Day 4: Frederick Douglass

Frederick Douglass **contributed** to the world in many ways. To contribute means to help and make a positive (good) change. Frederick Douglass contributed by fighting against slavery. He told many people about how bad slavery was and argued everyone should be equal.



Another **contribution** (**say**: con-tri-byu-shun) was that Douglass wanted women to be able to vote. When Douglass was alive, women were not allowed to vote in the United States. Douglass thought that men and women should be equal and that everyone living in the United States should be able to vote. We remember Frederick Douglass because of his important contributions.

Present tense: Contribute

Example: I can contribute to my school by helping my teacher.

Past tense: Contributed

Example: Yesterday, she contributed by helping her dad do the dishes.

Present Progressive: Contributing

Example: We are contributing to the world by picking up trash.



1. Write one sentence using contribute.

2. Write one sentence using contributed.

3. Write one sentence using contributing.

Day 5: Frederick Douglass



Journal: Write 4-5 sentences to answer this question:
Yesterday, you learned that Frederick Douglass contributed a lot to the world. What can you do to contribute to your school? How can you help everyone at your school?

I can contribute to my school by _____.
This will help people _____.

Go outside and take a safe walk around your street. All of us can help our community in many small ways. When you are walking, think about ways you can contribute to your street. How could you help it be more beautiful?

What can you do to contribute to your community?

When I was walking on my street, I saw that I can help by _____.

This would help my community because it would _____.

I can also contribute by _____.

Contributing to my street is important because _____.

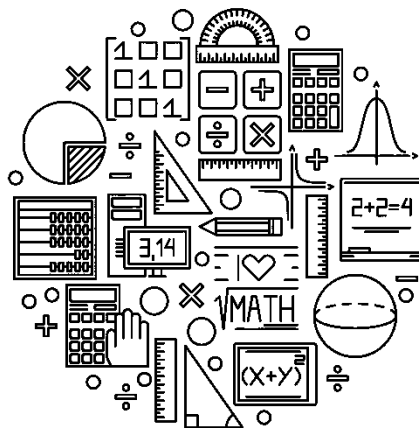
Copy these sentences below to make one paragraph.

Math

Day 1: Math

Story problems in math can be very hard. A story problem is when you have to find an answer after reading. Here is a good way to solve a story problem:

- Read the question two times.
- Underline numbers in the question
- Draw a picture of the problem
- Write out all of the numbers you see with math words
- Write a full sentence that answers the question
- Check your work



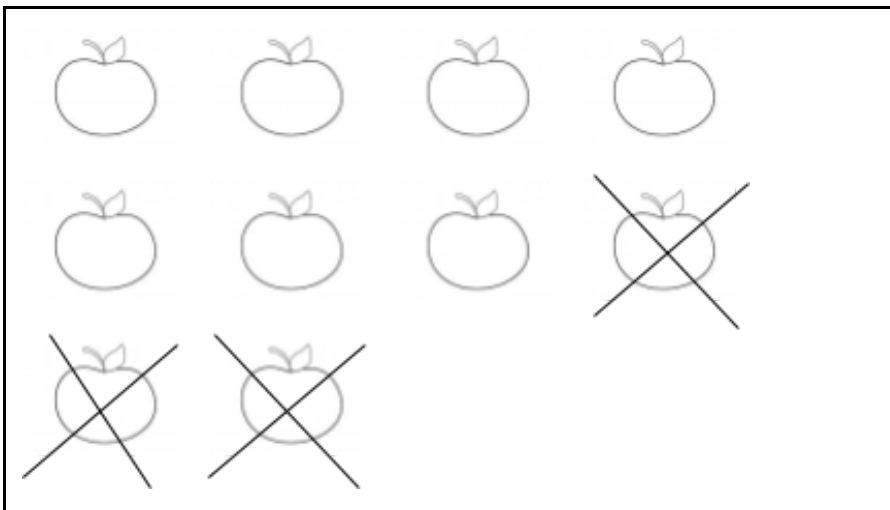
Write the steps for solving a math word problem:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Example:

Sophia went to the store to buy apples for her family. On Monday, she bought **four** apples. On Tuesday, she bought **six** apples. On Wednesday, her brother ate **three** apples. How many apples does her family have now?

Picture:



Write all the numbers you see in the question:

Bought (+) 4

Bought (+) 6

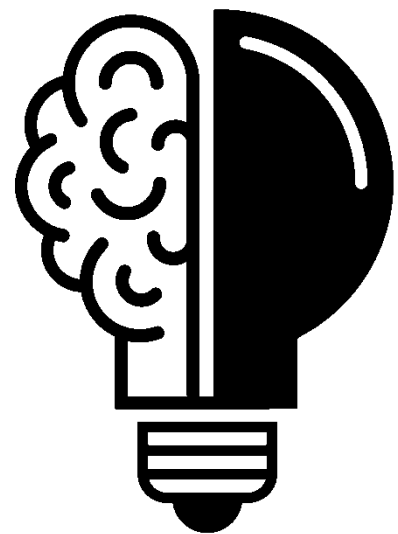
Ate (-) 3

$$4+6-3=7$$

How many apples does her family have?

Answer: Her family has 7 apples.

.. . .





Now, you try!

Fatimah loves to collect toy cars. She always gets them for her birthday and saves up any time she can so she can add to her collection. Fatimah had three red cars, four blue cars, and two green cars. She gave her brother two blue cars. How many cars does she have now?

Draw a picture to help you solve the problem:

Write all of the numbers you see in the question:

How many cars does Fatimah have?

Day 2: Math

Remember, for story problems:

Read the question two times.

Underline numbers in the question

Draw a picture of the problem

Write out all of the numbers you see with math words

Write a full sentence that answers the question

Check your work.

Find the answer to this problem:

Josue had seventeen chocolates. He gave five chocolates to his friend Lucas. How many chocolates does Josue have now?

Picture:

Write all of the numbers you see in the question:

How many chocolates does Josue have?

Day 3: Math

Remember, for story problems:

- Read the question two times.**
- Underline numbers in the question**
- Draw a picture of the problem**
- Write out all of the numbers you see with math words**
- Write a full sentence that answers the question**
- Check your work.**

Find the answer to this problem:

Mohammed, Jenny, and Brooke picked up trash in their neighborhood for three hours all seven days this week. How many hours did they pick up trash?

Picture:

Write all of the numbers you see in the question:

How many hours did Mohammed, Jenny, and Brooke pick up trash?

Day 4: Math

Remember, for story problems:

Read the question two times.

Underline numbers in the question

Draw a picture of the problem

Write out all of the numbers you see with math words

Write a full sentence that answers the question

Check your work.

Find the answer to this problem:

Four girls walked in the park with their phones. They each have seven games downloaded on their phones. How many games do all of the girls have on their phones?

Picture:

Write all of the numbers you see in the question:

How many games do the girls have on their phones?

Day 5: Math

Remember, for story problems:

Read the question two times.

Underline numbers in the question

Draw a picture of the problem

Write out all of the numbers you see with math words

Write a full sentence that answers the question

Check your work.

Find the answer to this problem:

How much money did Carmen spend at the mall? At the first store she went to, she spent \$18.54. At the second store, she spent \$35.87.

Picture:

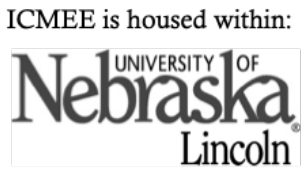
Write all of the numbers you see in the question:

How much money did Carmen spend?



My Packet Journal

In this packet I learned _____





Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within:

