

### Bible 1

**Course Description:** Students will read through one quarter of the Bible, thoughtfully responding to the reading by answering questions and seeking applications to their lives.

If you want to do this for credit, it would be a 1 credit course. Just print off a [180 day checklist](#) and check off each day that was completed to satisfaction. Base your grade on how many check marks you have at the end of the year. (#check marks/180)

You will read the day's section and then write your response in a journal.

You can use a notebook, a word processing program, or an [online journal](#). Here are two different guidelines for responding to your reading.

1. [Questions](#)
2. [SPECS and SOAP](#)

Choose one as a guideline and make sure each day you are writing down the reference for what you read and following the journaling instructions.

These links are to the King James Version. If you want to read a different version, just use the link and choose your version from the drop down menu above the reading.

If you'd like to listen, here's a KJV [audio Bible](#). Click on Bible index.

Day 1	<a href="#">Genesis 1-2</a> Make sure that each day you scroll all the way to the bottom to get the whole reading.
Day 2	<a href="#">Genesis 3-4</a>
Day 3	<a href="#">Genesis 5-6</a>
Day 4	<a href="#">Genesis 7-8</a>
Day 5	<a href="#">Genesis 9-10</a>
Day 6	<a href="#">Genesis 11-12</a>
Day 7	<a href="#">Genesis 13-15</a>
Day 8	<a href="#">Genesis 16-17</a>
Day 9	<a href="#">Genesis 18-19:1-29</a>
Day 10	<a href="#">Genesis 19:30-38</a> , <a href="#">Genesis 20</a>
Day 11	<a href="#">Genesis 21-22</a>
Day 12	<a href="#">Genesis 23-24:1-28</a>
Day 13	<a href="#">Genesis 24:29-67</a> , <a href="#">Genesis 25</a>
Day 14	<a href="#">Genesis 26</a>
Day 15	<a href="#">Genesis 27</a>
Day 16	<a href="#">Genesis 28-29</a>
Day 17	<a href="#">Genesis 30</a>
Day 18	<a href="#">Genesis 31</a>
Day 19	<a href="#">Genesis 32-33</a>
Day 20	<a href="#">Genesis 34-35</a>
Day 21	<a href="#">Genesis 36-37</a>
Day 22	<a href="#">Genesis 38-39</a>
Day 23	<a href="#">Genesis 40-41:1-13</a>
Day 24	<a href="#">Genesis 41:14-57</a>
Day 25	<a href="#">Genesis 42</a>

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Day 26	<a href="#">Genesis 43</a>
Day 27	<a href="#">Genesis 44-45</a>
Day 28	<a href="#">Genesis 46-47:1-19</a>
Day 29	<a href="#">Genesis 47:20-31</a> , <a href="#">Genesis 48</a>
Day 30	<a href="#">Genesis 49</a>
Day 31	<a href="#">Genesis 50</a>
Day 32	<a href="#">Exodus 1-2</a>
Day 33	<a href="#">Exodus 3-4</a>
Day 34	<a href="#">Exodus 5-6</a>
Day 35	<a href="#">Exodus 7-8</a>
Day 36	<a href="#">Exodus 9-10</a>
Day 37	<a href="#">Exodus 11-12</a>
Day 38	<a href="#">Exodus 13-14</a>
Day 39	<a href="#">Exodus 15-16:1-21</a>
Day 40	<a href="#">Exodus 16:22-36</a> , <a href="#">Exodus 17-18</a>
Day 41	<a href="#">Exodus 19-20</a>
Day 42	<a href="#">Exodus 21-22</a>
Day 43	<a href="#">Exodus 23-24</a>
Day 44	<a href="#">Exodus 25-26</a>

Does it seem really hard some days to answer questions or make applications about your reading? I know it can be. Pray before each day's reading and ask God to show you something. Asking your own questions can help. What does it mean to you (for you) that God's place in the Most Holy place is called the "mercy seat?"

Day 45	<a href="#">Exodus 27-28</a>
Day 46	<a href="#">Exodus 29</a>
Day 47	<a href="#">Exodus 30-31</a>
Day 48	<a href="#">Exodus 32</a>
Day 49	<a href="#">Exodus 33 – Exodus 34:1-9</a>
Day 50	<a href="#">Exodus 34:10-35</a> , <a href="#">Exodus 35</a>
Day 51	<a href="#">Exodus 36-37</a>
Day 52	<a href="#">Exodus 38-39:1-21</a>
Day 53	<a href="#">Exodus 39:22-43</a> , <a href="#">Exodus 40</a>
Day 54	<a href="#">Leviticus 1-3</a> (You may find it hard to apply all these Old Testament chapters, but remember that God chose each one for a purpose.)
Day 55	<a href="#">Leviticus 4-5</a>
Day 56	<a href="#">Leviticus 6-7</a>
Day 57	<a href="#">Leviticus 8-9</a>
Day 58	<a href="#">Leviticus 10-11</a>
Day 59	<a href="#">Leviticus 12-13</a>
Day 60	<a href="#">Leviticus 14</a>
Day 61	<a href="#">Leviticus 15-16</a>
Day 62	<a href="#">Leviticus 17-18</a>
Day 63	<a href="#">Leviticus 19-20</a>
Day 64	<a href="#">Leviticus 21-22</a>
Day 65	<a href="#">Leviticus 23</a>
Day 66	<a href="#">Leviticus 24,25:1-34</a>
Day 67	<a href="#">Leviticus 25:35-55</a> , <a href="#">Leviticus 26:1-33</a>
Day 68	<a href="#">Leviticus 26:34-46</a> , <a href="#">Leviticus 27</a>
Day 69	<a href="#">Numbers 1</a>

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Day 70	<a href="#">Numbers 2-3:1-24</a>
Day 71	<a href="#">Numbers 3:25-51</a> , <a href="#">Numbers 4:1-28</a>
Day 72	<a href="#">Numbers 4:29-49</a> , <a href="#">Numbers 5</a>
Day 73	<a href="#">Numbers 6-7</a>

This is longer, but you'll notice the repetition. Why do you think so much space would be given to the repeated words?

Day 74	<a href="#">Numbers 8-9</a>
Day 75	<a href="#">Numbers 10-11</a>
Day 76	<a href="#">Numbers 12-13</a>
Day 77	<a href="#">Numbers 14</a>
Day 78	<a href="#">Numbers 15</a>
Day 79	<a href="#">Numbers 16</a>
Day 80	<a href="#">Numbers 17-18</a>
Day 81	<a href="#">Numbers 19-20</a>
Day 82	<a href="#">Numbers 21</a>
Day 83	<a href="#">Numbers 22</a>
Day 84	<a href="#">Numbers 23</a>
Day 85	<a href="#">Numbers 24-25</a>
Day 86	<a href="#">Numbers 26</a>
Day 87	<a href="#">Numbers 27-28</a>
Day 88	<a href="#">Numbers 29</a>
Day 89	<a href="#">Numbers 30-31</a>
Day 90	<a href="#">Numbers 32</a>
Day 91	<a href="#">Numbers 33-34:1-28</a>
Day 92	<a href="#">Numbers 34:29-35</a> , <a href="#">Numbers 35</a>
Day 93	<a href="#">Numbers 36</a>
Day 94	<a href="#">Deuteronomy 1</a>
Day 95	<a href="#">Deuteronomy 2</a>
Day 96	<a href="#">Deuteronomy 3</a>
Day 97	<a href="#">Deuteronomy 4</a>
Day 98	<a href="#">Deuteronomy 5</a>
Day 99	<a href="#">Deuteronomy 6</a>
Day 100	<a href="#">Deuteronomy 7-8</a>
Day 101	<a href="#">Deuteronomy 9-10</a>
Day 102	<a href="#">Deuteronomy 11-12</a>
Day 103	<a href="#">Deuteronomy 13-14</a>
Day 104	<a href="#">Deuteronomy 15-16</a>
Day 105	<a href="#">Deuteronomy 17-18</a>
Day 106	<a href="#">Deuteronomy 19-20</a>
Day 107	<a href="#">Deuteronomy 21-22</a>
Day 108	<a href="#">Deuteronomy 23-24</a>
Day 109	<a href="#">Deuteronomy 25-27</a>
Day 110	<a href="#">Deuteronomy 28</a>
Day 111	<a href="#">Deuteronomy 29-30</a>
Day 112	<a href="#">Deuteronomy 31</a>
Day 113	<a href="#">Deuteronomy 32</a>
Day 114	<a href="#">Deuteronomy 33-34</a>
Day 115	<a href="#">Joshua 1-2</a>
Day 116	<a href="#">Joshua 3-4</a>
Day 117	<a href="#">Joshua 5-6</a>
Day 118	<a href="#">Joshua 7</a>

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Day 119	<a href="#">Joshua 8</a>
Day 120	<a href="#">Joshua 9</a>
Day 121	<a href="#">Joshua 10</a>
Day 122	<a href="#">Joshua 11-12</a>
Day 123	<a href="#">Joshua 13-14</a>
Day 124	<a href="#">Joshua 15-16</a>
Day 125	<a href="#">Joshua 17-18</a>
Day 126	<a href="#">Joshua 19</a>
Day 127	<a href="#">Joshua 20-21</a>
Day 128	<a href="#">Joshua 22</a>
Day 129	<a href="#">Joshua 23-24</a>
Day 130	<a href="#">Judges 1-2</a>
Day 131	<a href="#">Judges 3-4</a>
Day 132	<a href="#">Judges 5</a>
Day 133	<a href="#">Judges 6</a>
Day 134	<a href="#">Judges 7-8</a>
Day 135	<a href="#">Judges 9</a>
Day 136	<a href="#">Judges 10-11</a>
Day 137	<a href="#">Judges 12-13</a>
Day 138	<a href="#">Judges 14-15</a>
Day 139	<a href="#">Judges 16</a>
Day 140	<a href="#">Judges 17-18</a>
Day 141	<a href="#">Judges 19-20:11</a>
Day 142	<a href="#">Judges 20:12-48</a> and <a href="#">Judges 21</a>
Day 143	<a href="#">Ruth 1 and 2</a>
Day 144	<a href="#">Ruth 3 and 4</a>
Day 145	<a href="#">1 Samuel 1</a>
Day 146	<a href="#">1 Samuel 2</a>
Day 147	<a href="#">1 Samuel 3 and 4</a>
Day 148	<a href="#">1 Samuel 5 and 6</a>
Day 149	<a href="#">1 Samuel 7 and 8</a>
Day 150	<a href="#">1 Samuel 9 and 10</a>
Day 151	<a href="#">1 Samuel 11 and 12</a>
Day 152	<a href="#">1 Samuel 13 and 14:1-15</a>
Day 153	<a href="#">1 Samuel 14:16-52</a>
Day 154	<a href="#">1 Samuel 15</a>
Day 155	<a href="#">1 Samuel 16 – 17:1-19</a>
Day 156	<a href="#">1 Samuel 17:20-58</a>
Day 157	<a href="#">1 Samuel 18-19</a>
Day 158	<a href="#">1 Samuel 20</a>
Day 159	<a href="#">1 Samuel 21-22</a>
Day 160	<a href="#">1 Samuel 23-24</a>

Here we will pick up in Bible 2... As you read Matthew, can you see the God of the Old Testament. It's the same God.

Day 161	<a href="#">Matthew 1 and 2</a>
Day 162	<a href="#">Matthew 3 and 4</a>
Day 163	<a href="#">Matthew 5</a>
Day 164	<a href="#">Matthew 6 and 7</a>
Day 165	<a href="#">Matthew 8 and 9</a>
Day 166	<a href="#">Matthew 10 and 11</a>
Day 167	<a href="#">Matthew 12</a>

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<b>Day 168</b>	<a href="#">Matthew 13</a>
<b>Day 169</b>	<a href="#">Matthew 14 and 15</a>
<b>Day 170</b>	<a href="#">Matthew 16 and 17</a>
<b>Day 171</b>	<a href="#">Matthew 18</a>
<b>Day 172</b>	<a href="#">Matthew 19 and 20</a>
<b>Day 173</b>	<a href="#">Matthew 21</a>
<b>Day 174</b>	<a href="#">Matthew 22</a>
<b>Day 175</b>	<a href="#">Matthew 23</a>
<b>Day 176</b>	<a href="#">Matthew 24</a>
<b>Day 177</b>	<a href="#">Matthew 25</a>
<b>Day 178</b>	<a href="#">Matthew 26</a>
<b>Day 179</b>	<a href="#">Matthew 27</a>
<b>Day 180</b>	<a href="#">Matthew 28</a>

### Foundations

**Credits:** 1

**Prerequisite:** none

**Recommended:** 9th

**Test Prep:** [DSST Principles of Public Speaking](#)

**Course Description:** Students will gain foundational knowledge to apply to life and learning in the years to come. The major topics covered are character, critical thinking, logic, public speaking and study skills. Note taking, test taking, planning, reviewing and time management will be learned and practiced. Students will explore learning styles and a variety of study methods. Students will learn how to research, evaluate resources and use unique primary sources to learn about the past. Public speaking topics include active listening, overcoming fear, job interview skills, business communication, as well as preparing and giving a variety of types of speeches. Logical fallacies will be taught and examined in propaganda and in a variety of bias examples found in media and in the classroom. Daily critical thinking exercises as well as logic and brain training games will sharpen students' focus and attention. A short daily reading based on a character trait will remind students of how their attitudes and actions affect others around them. Other minor topics include manners and etiquette, reading cursive, signature practice, money management, internet safety, personal information safety and spotting online scams.

**Day 1(\*) (Note that an asterisk \* indicates that there is a worksheet on this day)**

1. Read the definition of [alertness](#). How do you demonstrate this character quality and when do you miss the mark?
2. Sign up for [Read Theory](#).
3. Choose 9th as your level or take the placement test if it's offered.
4. You are going to be learning lots of different things in this course. This is a course to apply to your life, not just get through. You get to decide how important you make what you learn here. It can be valuable to you if you choose to make it so! Stop and think about what motivation you have to learn.
5. There is grading for this course, but you aren't receiving scores until nearly half way into it. You can check off that you've completed each day. That will be part of your overall grade. Don't check off a day unless it's complete! No points for incomplete work.
6. (\*)Print out your [grading sheet](#) for the whole course or use the [Excel](#) version.

**Day 2**

1. [Alertness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Learn about [learning styles](#). Click on the different types and make sure you understand what they are.
4. Take a [learning style quiz](#).

**Day 3**

1. [Alertness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Take this quiz on [identifying how you learn best](#).
4. At the end it will give you your result and a link for you to read more about your dominant way of learning.

**Day 4**

1. [Alertness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Take this [learning styles quiz](#). ([alternative](#))

**Day 5**

1. Read the definition of [attentiveness](#). How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. *"While the idea that students have fixed, specific learning styles is not supported by scientific research, providing students with multiple ways to learn content has been shown to improve student learning."*
4. Read about [multiple intelligences](#).

**Day 6**

1. [Attentiveness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.

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3. What [do you want to DO](#)? This website is working on building career resources and wants to help teens connect with them. They have a five-week online program for students to learn leadership skills.
4. Think about the things you really enjoy doing. Make a list of them, a list of verbs. They probably lay around your areas of strength on the quiz, since we all normally would rather do what comes easier to us! Be honest with yourself in making your list. What (job) would let you do those things?

### Day 7

1. [Attentiveness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. You are going to go through part of a course on [learning](#). It will let you watch a few videos without creating an account, but you might as well create a free account now.
4. This course will teach you various study skills. You need to apply these lessons in all of your other studies. Here are some simple ways to use the “preparing and exploring” process: Before you read a text, make sure you know what the follow-up assignment is going to be so you can keep it in mind as you read. If there are questions to answer afterward, read them first and then the answers will stand out as you read. While you read, take note of information that would be useful for your assignment and where that info is found so you can find it again if needed. If you just need to learn the information for a potential test, take notes by writing down main words.

### Day 8

1. [Attentiveness](#)
2. Watch the videos on procrastination: [one](#), [two](#).
3. This course is teaching you various study skills. You need to apply these lessons in all of your other studies. Here are some simple ways to use the “implementing and reviewing” process: After you’ve gone through the assigned material, complete the assignment. Check your answers and go over anything you got wrong and take the time to understand the correct answer. Get any help needed to make sure you understand before you move on.

### Day 9

1. Read the [definition](#) of availability. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch the video on [memory](#).

### Day 10

1. [Availability](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Learn about [time management](#).
4. Here are some more time management [tips for students](#).
5. Take the [time management quiz](#).

### Day 11

1. [Availability](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Learn about the [importance of sleep](#).
4. Create your time-use log. Do it for at least 24 hours. The longer you do it, the more you’ll see where you lose/waste time.

### Day 12

1. [Availability](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Try this [quiz on learning](#). It’s okay if you don’t know all the answers. Learn from it.

### Day 13

1. Read the [definition](#) of boldness. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Put what you have learned into practice. Choose a goal. It can be an assignment, such as an essay, or learning vocabulary words, or something else.
4. Set a deadline. Create smaller deadlines for what you are going to accomplish along the way and by when.

### Day 14

1. [Boldness](#) One more quote on [Boldness](#)

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2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read through the first section on [student strategies](#) (until you get to a heading in green).

### Day 15

1. [Boldness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read through the second section on [student strategies](#) (until you get to the next heading in green).

### Day 16

1. [Boldness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read through the third section on [student strategies](#) (until you get to the next heading in green).

### Day 17

1. Read the [definition](#) of cautiousness. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read through the fourth section on [student strategies](#) (until you get to the next heading in green).

### Day 18

1. [Cautiousness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read about [note-taking](#). It's short, just at the top.
4. It talked about reviewing your notes that same day. Another thing you can do the same day, is to go into your learning with a question. A question peaks curiosity which excites the brain to learn. Write a question that will push your learning further for each of the courses you are taking.

### Day 19

1. [Cautiousness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this [article](#) and then take a walk.

### Day 20

1. [Cautiousness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Review.
  - [Time management](#)
  - [Study Skills](#)

### Day 21

1. Read the [definition](#) of compassion. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch the video on how to [take notes](#).

### Day 22

1. [Compassion](#).
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Learn to [take notes](#) with the [Cornell system](#).

### Day 23

1. Read the [definition](#) of contentment. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch the [video](#) and scroll through the examples. Then read the [explanation](#).

### Day 24

1. [Contentment](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Take notes on the [dining etiquette video](#). Do not pause the video.

### Day 25



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1. Read the [definition](#) of creativity. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Take notes on the [teen etiquette video](#). Stop at 6 minutes. Do not pause the video.

### Day 26

1. [Creativity](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Take notes on this article about [manners for teens](#).
4. As you go through this course, take some notes. There will be a test.

### Day 27

1. [Creativity](#) and [another](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch this video on [procrastinating](#) and this one on how to [study for a test](#).

### Day 28

1. Read the [definition](#) of decisiveness. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read about [answering the telephone](#).
4. Role play. Have someone or a few people pretend to call you, or actually call you. Follow all the rules of good telephoning skills.

### Day 29

1. [Decisiveness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Study your etiquette and manners notes.

### Day 30

1. [Decisiveness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Answer the following questions (click and drag to reveal):

end questions

4. Were your notes successful in helping you prepare for your test?

### Day 31

1. Read the [definition](#) of deference. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch the video on this site for learning [how to research](#). Then scroll down and read through the page.

### Day 32

1. [Deference](#) and [another](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read through the [research steps](#).
4. Do the first two steps. Click on those links for specifics. Go ahead, choose a topic. It can be anything. You can research colleges, horse care, pumpkin pie recipes, Saturn, anything.

### Day 33

1. [Deference](#) and [another](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Do steps [three and four](#). Click on those links. Make at least one source card for the place where you got your overview information.

### Day 34

1. Read the [definition](#) of dependability. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Do steps [five and six](#). Click on those links to learn more about how to do it.

### Day 35

1. [Dependability](#) and one [more](#)

2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Do steps [seven and eight](#).

### Day 36

1. [Dependability](#) and one [more](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Do steps [eleven and twelve](#). Make sure you use reputable sources online. Just because someone wrote it doesn't mean it's accurate.

### Day 37

1. [Dependability](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Do steps [thirteen and fourteen](#).

### Day 38

1. Read the [definition](#) of determination. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Do step [fifteen](#). (You'll find a few options there to generate an online outline. Not all of them function well. Pick the one that works best for you.)
4. Save for your portfolio.

### Day 39

1. [Determination](#) Do you see how they are taught to succeed by sheer determination?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. DON'T DO [steps 16-19](#). Just click on the links and read more about them.

### Day 40

1. [Determination](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. DON'T DO [steps 20-23](#). Just click on the links and read more about them.

### Day 41

1. [Determination](#) Watch the video. Do you have determination? What prompts you to give up? What decisions can you make to change that? (The link to the quiz in the short article below the video doesn't work.)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. You are going to be learning about using the best kind of sources for research: primary resources. Primary resources are first-hand information. An interview is a primary resource. You are going to be looking at other primary resources.
4. Read this page about images as [primary resources](#).
5. Then "be the [historian](#)." On this page you'll do each activity.

### Day 42

1. Read the [definition](#) of diligence. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this page about objects as [primary resources](#). Just read this one page.
4. Then "be the [historian](#)." On this page you'll do each activity.

### Day 43

1. [Diligence](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this page about maps as [primary resources](#). Just read this one page.
4. Then "be the [historian](#)." On this page you'll do each activity.

### Day 44

1. [Diligence](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this page about music as a [primary resource](#). Just read this one page.
4. Make observations about this [South Indian music](#).

### Day 45

## Assignments for 12<sup>th</sup> Grade

1. [Diligence](#) and [one more](#). Think about how you demonstrate this character quality and about when you miss the mark.
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this page about newspapers as [primary resources](#). Just read this one page.
4. Then "be the [historian](#)." On this page you'll do each activity.

This is the end of the first marking period. You don't have any scores yet, but a big part of your grade will be your diligent completion of the daily assignments. Also, there will be a test on what you are learning. Are you remembering to practice your study skills? If you want to save things for a portfolio, you can print out samples of the different materials used. If you need a grade, divide your number of days completed to satisfaction by 45.

### Day 46

1. Read the [definition](#) of discernment. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this page about official documents as [primary resources](#). Just read this one page.
4. Then "be the [historian](#)." On this page you'll do each activity.

### Day 47

1. [Discernment](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this page about official travel narratives as [primary resources](#). Just read this one page.
4. Then "be the [historian](#)." On this page you'll do each activity.

### Day 48

1. [Discernment](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this page about personal accounts as [primary resources](#). Just read this one page.
4. Then "be the [historian](#)." On this page you'll do each activity.

### Day 49

1. Read the [definition](#) of discretion. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Many personal accounts of old were written in some type of cursive handwriting. Maybe you've never learned to even write, let alone read cursive. It's up to you whether or not you want to practice and get comfy with writing in cursive, but I want you to learn a little bit for a couple of good reasons. The first we are going to deal with is for reading old letters. My grandmother wrote all of her letters in cursive. You don't have to go back very far to find cursive to be the only way things were written. If you are going to use written historic primary resources, you'll need to be able to read cursive to some extent. Do you get this [joke](#)?
4. Click on each of the [lowercase letters](#) in the list (scroll down) and write each one down at least a couple of times as you watch.
5. (\*) If you want to [practice](#), here are worksheets for each letter. (Not mandatory)

### Day 50

1. [Discretion](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Click on each of the [uppercase letters](#) in the box on the right and write each one down at least a couple of times.
4. (\*) If you are practicing cursive handwriting, here's a little [guide](#) to how to go about it. (Not mandatory)

### Day 51\*

1. [Discretion](#) and [more](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. \*Print out a [cursive worksheet](#). Copy in this text or write your own.
  - Here is my practice sheet for reading and writing cursive. I want to learn so that I can read historical documents.
  - Can you read it? Figure out each word and copy the sentences.

### Day 52

## Assignments for 12<sup>th</sup> Grade

1. Read the [definition](#) of endurance. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Choose one of the [five worksheets](#) to read. If you want more practice, here is a [page of words](#) for each letter of the alphabet.

### Day 53

1. [Endurance](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Here is another type of [cursive practice sheet](#). Which letters are different?
4. You'll quickly learn that everyone writes differently. Most adults nowadays write with a mixture of cursive and printing. Which [letters](#) are in cursive in this letter? Can you see where she connects letters? Look at "n" and "f" for example.
5. Here's another example of a [back and forth style](#). This letter was sold at an auction. It's a letter about a famous discovery, written to his son. Try to read through the first page. Click on the first page of the letter in the image. Click it again to zoom in. You can click and drag the image around to see more. If you are unsure of a word, use context clues, and ask for help if you need it.
6. If you didn't get the joke on Day 49, try again.

### Day 54

1. [Endurance](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. If you go back further, you find exclusive use of cursive, though each person has their own way of writing. Use the clues in the picture and your new knowledge of cursive to read these two handwritten documents. [One](#) [Two](#)
4. Compare the first few lines of this [script with the typed](#) version. To see the typed out version, click on the first button on the left underneath the image. The button has a flower picture on it. The typed version will appear in the box on the right.

### Day 55

1. [Endurance](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. As letters get older, they get harder to read. Try this [one](#). You won't get it all. Get what you can. Use context clues to figure out words you aren't sure of.
4. My interpretation (click and drag to reveal after you have made your interpretation) :
5. Here is the apparent [real translation](#).

### Day 56

1. Read the [definition](#) of enthusiasm. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. The farther you go back in history, the harder the handwriting gets. Even those who grew up writing in cursive have trouble with this. Just give it a try today.
4. Read this page on [transcribing](#) (writing down what something says) on handwritten documents.
5. Read how the first line was [transcribed](#) and then click on submit. Then try line two yourself. Try it. Then use the hint button. Can you get through the one line, even with the hints? Remember that you aren't translating it. You aren't writing it how we would write it today. You are just trying to read each letter and write it down.

### Day 57

1. [Enthusiasm](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Go back to [writing cursive](#). Write down each letter in your first, middle and last name. Make sure you use uppercase letters for the first letters!

### Day 58

1. [Enthusiasm](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.

3. Now connect the letters. Use these [word worksheets](#) to figure out how to connect the other letters together. Each page has a capital letter example.

### Day 59

1. Read the [definition](#) of faith. How do you demonstrate this character quality and when do you miss the mark?
2. [Faith](#)
3. Go to [Read Theory](#). Do the next quiz offered to you.
4. Practice writing your whole name, including middle name.

### Day 60

1. [Faith](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Look at these samples. Come up with a signature all your own. Write it at least twenty times.
  - [one](#)
  - [two](#)
  - [three](#)
  - [four](#)

### Day 61

1. [Faith](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. You are going to need your signature to make official many documents in your lifetime. One such document is the check, a method of payment. Before we get to that, let's start with learning about banks.
4. Write your signature. We call it "signing your name." When you need to sign something, you have to write your full name, no nicknames, and sometimes your middle name is required.
5. Read about [how banks work](#). Scroll down and read the first five pages. Stop at "Credit Unions."
6. Why is putting money in a bank better than just keeping it at home? (answer:  
)
7. I won't make you learn the math of [how interest grows your money](#). But here's an example of what happens if you just let your money sit in an investment that's making stable growth. A bank account won't grow your money this quickly, but if your money is going to be sitting around, you might as well put it in an account that will grow it. Scroll down the table.

### Day 62

1. Read the [definition](#) of flexibility. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Sign your name.
4. There are four ways to grow your money: earn, save, invest, give.
  - Earn: Work. The best is if you can figure out how to make money doing what you love or while learning or practicing what you enjoy. If that's not yet an option, create work that you can do. You don't have to go out and get hired. You can create employment by offering your services. Do your best, be honorable in your dealings and people will want to use your services. (If you want to learn more about [getting a job](#)...)
  - Save: How does saving grow your money? Well, in some ways it doesn't. It just protects it from shrinking. But, if you combine it with investing, then it will make a big difference in growing your money. Get in the habit of saving a portion of all the money you get, at least 10%. Put it away in a savings account and don't touch it. (If you want to learn more about [saving](#)...)
  - Invest: This is when you put your money into a type of account that uses your money to earn more money. They lend your money out to others and then you get part of the money made. Sometimes you can get a fixed rate of return on your money. That would be a lower amount, but you are sure to get it. Sometimes it's a risk to put your money in an investment and you could lose all of your money if the people you lend your money to don't make any money. To learn more about [investing](#)... (There is a lot to consider with this which I'll touch on a bit more.)
  - Give: In God's economy it's more blessed to give than to receive. The disciples pass out 5 loaves of bread and 2 fish and end up with 12 baskets full of food. They ended up with more by giving. When Elijah asked the widow for bread, she gave up her last bit of food, but she ended up with a never-ending supply of oil. This isn't a formula to get rich. God can see in your heart if you are giving out of love or out of greed.

### Day 63

1. [Flexibility](#) (In many ways you could also call this trusting God.)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Sign your name.
4. Let's look at what the Bible says about these things. Let's start with saving money. Explain to someone what the following verses teach about saving.

### Saving

*Proverbs 13:11*

*"Dishonest money dwindles away, but he who gathers money little by little makes it grow."*

*Proverbs 21:20*

*"In the house of the wise are stores of choice food and oil, but a foolish man devours all he has."*

*Proverbs 21:5*

*"The plans of the diligent lead surely to plenty, but those of everyone who is hasty, surely to poverty."*

*Proverbs 6:6–8*

*"Go to the ant, O sluggard, observe her ways and be wise, which, having no chief, officer or ruler, prepares her food in the summer and gathers her provision in the harvest." Genesis 41:35–36*

*"And let them gather all the food of those good years that are coming, and store up grain under the authority of Pharaoh, and let them keep food in the cities. Then that food shall be as a reserve for the land for the seven years of famine which shall be in the land of Egypt, that the land may not perish during the famine."*

*Proverbs 14:29*

*"He who is impulsive exalts folly."*

*Verse list from [www.daveramsey.com/church/scriptures/](http://www.daveramsey.com/church/scriptures/)*

### Day 64

1. [Flexibility](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Now let me share a little more about investing. Investing is related to saving because it's where you save your money. There are safe ways to invest your money, like in a bank that is insured so that you are sure to get your money back if anything happened. There are unsafe investments: the bigger the promise of how much money you'll make in an investment, the bigger the risk the investment is. People have lost all of their money, their homes, their savings, everything, by making poor investment choices. Don't get enticed by a get rich quick scheme.
4. Also, when you invest you are lending your money to someone else. They may use your money for things you wouldn't approve of as a Christian. Think about how your money will be used. Just making money shouldn't be your highest aim.
5. There are also different kinds of investments in terms of what access you'll have to your money. Sometimes you won't be able to get your money for years. Sometimes you'll have full access to your money. There are lots of decisions to be made. Your first investment should probably be putting your money into a savings account at your parent's bank.
6. Now a little about giving. You can also be thoughtful about how you give. Some things may sound great, like organizations that help kids with cancer, but then if you research them you find out that most of the money you give goes to advertising for the organization instead of to the kids' families. My favorite organization to give to is called Heaven's Family. You can choose where you want your money to go: orphans, widows, Bibles, job skills, feeding the hungry, medicine, and so on, and they use 100% of your money to directly help whatever you chose. The organization takes none for their salaries or advertising or expenses. Giving is a lot of fun. The Bible says that God loves a cheerful giver. It should make you happy to give. God may give you the faith and desire to give away lots of your money. If God places that in your heart (and it's not from a feeling of guilt), then I personally would encourage you to give big. Your parents will be your best money guides in the years to come, so let them help you make these big decisions.

### Day 65

1. [Flexibility](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Giving could also be on the other side of our money talk, talking about saving. Where does your money go?
4. Some should go to savings; some should go to giving. A goal would be to put at least 10% toward each, but it's great to add to both those amounts any time you are able. While you are young, it's a great time to save because you don't have pressing needs like paying for a home or food for your family. Smart saving now will bless your now and future family.
5. When I suggest putting money into saving and giving away a portion of your money, I'm talking about budgeting, deciding where your money goes.
6. What does the Bible say about budgeting? Explain to someone what each of these verses teach about budgeting.

*Luke 14:28-30*

*"For which of you, intending to build a tower, does not sit down first and count the cost, whether he has enough to finish it—lest, after he has laid the foundation, and is not able to finish, all who see it begin to mock him, saying, 'This man began to build and was not able to finish?'"*

*Proverbs 27:23*

*"Be diligent to know the state of your flocks, and attend to your herds."*

*1 Timothy 5:8*

*"But if anyone does not provide for his own, and especially for those of his household, he has denied the faith and is worse than an unbeliever."*

*from: [www.daveramsey.com/church/scriptures/](http://www.daveramsey.com/church/scriptures/)*

### Day 66

1. Read the [definition](#) of generosity. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.



3. Now there's one huge topic that remains when talking about money. That's debt. Debt is when you borrow money from someone and have to pay it back. When you pay it back, they collect interest. This is when interest works against you. Instead of making extra money, you pay extra money. We'll look at the math of this later. First let's look at what the Bible has to say about this. Read this [article](#) about debt. Explain to someone the five principles.

### Day 67

1. Read from the beginning through the [second purpose for money](#), to give to Christians. Stop at the third purpose and you'll start there tomorrow.
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read through these verses on debt. Explain to someone the general guideline that the Bible gives about debt.

### Debt

Matthew 6:24

*"No one can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other. You cannot serve both God and Money."*

Proverbs 22:7

*"The rich rules over the poor, and the borrower is the slave of the lender."*

Romans 13:8

*"Owe no one anything except to love one another, for he who loves another has fulfilled the law."*

Proverbs 22:26–27

*"Do not be one of those who shakes hands in a pledge, one of those who is surety for debts; if you have nothing with which to pay, why should he take away your bed from under you?"*

Proverbs 17:18

*"It's stupid to guarantee someone else's loan."*

Proverbs 11:15

*"He who is surety for a stranger will suffer, but one who hates being surety is secure."*

Psalms 37:21

*"The wicked borrows and does not repay, but the righteous shows mercy and gives."*

Proverbs 6:1–5

*"My son, if you become surety for your friend, if you have shaken hands in pledge for a stranger, you are snared by the words of your mouth; you are taken by the words of your mouth. So do this, my son, and deliver yourself; for you have come into the hand of your friend: Go and humble yourself; plead with your friend. Give no sleep to your eyes, nor slumber to your eyelids. Deliver yourself like a gazelle from the hand of the hunter, and like a bird from the hand of the fowler."*

Deuteronomy 25:4

*"You shall not muzzle an ox while it treads out the grain."*

Nehemiah 5:3

*"There were also some who said, 'We have mortgaged our lands and vineyards and houses, that we might buy grain because of the famine.'"*

Ecclesiastes 5:5

*"Better not to vow than to vow and not pay."*

List of verses from [www.daveramsey.com/church/scriptures/](http://www.daveramsey.com/church/scriptures/)

### Day 68

1. [Generosity](#) Start where you left off, with the third purpose for money. Finish the article.
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Sign your name.
4. Debt is bad. Why do people go into debt? There are many reasons. The biggest reason is that they buy a home. This kind of debt is called a mortgage. The bank owns your home and you pay for it bit by bit each month, all the while paying interest. If you don't know [how interest works](#), here's a video.
5. Read this article to see just [how much interest people pay a bank](#) when they borrow money to buy a house.
6. Do you see that you can pay more in interest than the house is worth? If you like graphs, check out the top one which shows what percentage of your [monthly mortgage payment is going to the bank](#) instead of to paying for your house.



## Assignments for 12<sup>th</sup> Grade

7. I admit it's hard to buy a house without borrowing money. If you ever do borrow money, your goal should be to pay it back as fast as you can instead of giving as little as you can each month. It may seem like you have less money each month that way, but in the long run you are saving potentially hundreds of thousands of dollars.
8. I do want to tell you that there are people who have [bought their home without borrowing](#). In the family mentioned in this article, the older sons have bought homes debt free. The younger sons are working towards being able to do that as well. This article is written to fathers, but you can still learn the lesson of being wise and disciplined with your money.

### Day 69

1. [Generosity](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. The article you read on Day 68 talked about being careful what you grow an appetite for. If you grow an appetite for something, you could be wasting your time and money on it for years and years to come.
4. One thing that feeds appetites is credit. Credit is buying something with money you don't have. You swipe your card and the bank pays for you. You can pay it back later, bit by bit. I hope you already realize how dangerous this is. You could buy something for \$100 and end up paying \$1000 for it. Why would you do that? Now I do use a credit card. I use it because it's convenient. I don't have to worry about having enough money in my wallet. However, I ALWAYS pay my whole credit card bill in full each month. I never pay interest, and I never pay fees. It's free for me to have the convenience of not carrying cash.
5. Never buy something you can't pay for. If it's not in your budget, save up until you have the money for it.
6. If you've ever watched "19 Kids and Counting" on TV, maybe you've heard the mantra, "Save up for new; buy used; save the difference." Buying a car that's been used even one day is lots cheaper than buying a new one. You can save thousands by buying a car that's just a year old. You don't need new things to get good things. Be smart about your purchases. Be smart about saving. Be smart about controlling your desires. Be smart about what's important.
7. [Cash vs. credit](#). If you were diligent to save, you'd have the money needed when a problem came up.
8. Take the [spending challenge](#).

### Day 70

1. Generosity – This is a [quote](#) from a martyred missionary. What does it mean? What are examples of things you can and can't hold onto?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch this [video](#) to understand how credit card companies make you their slave.
4. Play the [personal finance adventure](#) or work on a [budget](#).
5. Maybe take a screen shot for your portfolio.
6. Just for fun..."The Ultimate Gift," by Jim Stovall, is a lesson on money. It's a [book](#) and a [movie](#).

### Day 71

1. Read the [definition](#) of gentleness. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Here is an article on ways to earn [college credit](#). There are ways to work towards earning a degree while in high school. Earning credit also shows college admissions officers that you are college ready.

### Day 72

1. Scroll down and choose one of the six options about [gentleness](#) and click on it. Read the overview and then [look up the verses](#) it gives you at the top.
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Sign your name.
4. On Day 71 you read about the advantages of a checking account.
5. Learn how to [write a check](#). (If this were on paper, you would have to sign your name. Practice your signature.)
6. Enter the [Reality Check](#).
7. If you are interested in learning about personal finance, here are some links.
  - [course](#) (You will need to contact me to get the login info if you want to take this.)
  - [test](#)
  - [DSST](#)

### Day 73

1. Read the [definition](#) of gratefulness. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. On Day 71 you also read a little about keeping your credit card safe. You don't want to ever give your credit card number to anyone you don't trust. Only enter the number on e-commerce websites that will protect your information. There are many scams out there that aim to get your credit card or other sensitive personal information. When you enter your credit card or other info online, they have you use a login. Use a strong password with capital and lowercase letters as well as numbers. Don't just write a word. Don't use your name or birth date.
4. Read this article about [scams](#) that try to get your money and steal your information. I have gotten emails like these several times. A few times they were fake emails from PayPal. One said it was from Western Union and that I had money and had to log in to get it. Don't fall for it. You can always go to the company's real website and look carefully to compare the two.
5. This isn't to scare you, but you need to [be smart about using the internet](#).
6. Be honest with your parents if you encounter anything questionable online. They can help you. If you are finding it hard to avoid certain things, make a plan with your parents for how to help you. You can use a service that will block certain types of pages or things like chat rooms or even turn off internet access at a certain time of day. It's a good idea to use some sort of help in keeping you and your siblings (and parents!) safe on the internet. One free service is called K9.

### Day 74

1. [Gratefulness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read each part of this [internet safety/cyber bullying](#) page.
  - Why is it so common?
  - Why is it so dangerous?

### Day 75

1. [Gratefulness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Sign your name.
4. Use your study skills to prepare for a test on what you've learned so far this semester.

### Day 76\*

1. Read the [definition](#) of hospitality. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. \*Take the [test](#).
4. Check your [answers](#). Add 1 point to your total if you answered all the questions. There's no reason to leave one blank. If you don't know, make an effort to try. Record your score total on your course progress tracking sheet. (Total is 20 points. If it says to write "three" things, that's for three points. The interest question has two parts, so that's worth two points.)

### Day 77

1. [Hospitality](#)
2. Create a [Lumosity account](#). Say you want to learn it all. If you plan on taking the public speaking DSST, then read through [this page](#) before beginning this course, so you can pull out and take notes on relevant info.
3. Go through page 2, key terms and an [introduction to public speaking](#). You should go through the reading quickly, skimming through and pulling out main ideas.
4. There is a fascinating three-part documentary about your brain, its capability and how to tap into its capability. If you can find it on YouTube (or elsewhere), I suggest watching it. It's called, *Redesign My Brain*. In part 1 he uses games, like in Lumosity. Part 2 is about becoming more creative. I'm going to ask you to do some creative exercises. You can also develop your creativity by doing one thing differently every day. Eat something new; brush your teeth with the opposite hand; take a different route. You are just doing a little brain training in this course. If you want to do more, you need to take the initiative.

### Day 78\*

## Assignments for 12<sup>th</sup> Grade

1. Read the [definition](#) of humility. How do you demonstrate this character quality and when do you miss the mark?
2. Play a [lumosity game](#).
3. Read through page 3 on the [parts of a speech](#). The textbook reading can be partially skimmed through. Pull out the important information.
4. \*Print the [analyzing speeches assignment](#).

### Day 79

1. [Humility](#)
2. Play a [lumosity game](#).
3. [Watch this video](#) and fill out the sheet on analyzing speeches you printed on Day 78.

### Day 80

1. [Humility](#)
2. Let's get creative. Start the [one minute timer](#). How many uses for a mug can you come up with? Write down your list.
3. Go through page 4 on [planning a speech](#) and then take all three quizzes on page 5.
4. Record you score on your progress tracking sheet.

### Day 81

1. [Humility](#)
2. Play a [lumosity game](#).
3. Read about [overcoming fear](#) of public speaking.
4. Watch this short video on [overcoming fear of speaking](#). (on [YouTube](#), This is the same video. Just adding an alternative link, just in case.)
5. Watch this short video on [stage fright](#). (on [YouTube](#))
6. Here are some more tips about [public speaking](#).

### Day 82

1. [Humility](#) and [this one](#).
2. Play a [lumosity game](#).
3. Read this introduction to learning about the [voice and ethics](#).
4. Warm up your [voice](#). (on [YouTube](#), I'm putting these here in case we lose the other link.)
5. Watch the [first half](#) of this one on ethics.
6. Watch another video on [ethics](#). (on [YouTube](#))

### Day 83

1. Read the [definition](#) of initiative. How do you demonstrate this character quality and when do you miss the mark?
2. Play a [lumosity game](#).
3. Read about [analyzing and connecting with your audience](#).
4. Watch about knowing your [audience](#). (on [YouTube](#))
5. Watch about [analyzing](#) your audience. (on [YouTube](#))
6. Watch one more on audience [context](#). (on [YouTube](#))

### Day 84

1. [Initiative](#)
2. Play a [lumosity game](#).
3. Prepare a 2-3 minute [personal introduction speech](#). Read the top two paragraphs. You will not be following the numbered directions. You will be presenting your speech to a live audience. Pretend your audience knows nothing about you. Read over your [rubric](#) before you begin preparing so that you know what you'll be scored on. You will not be scored on "sources."
4. Write and practice giving your speech. Time yourself.

### Day 85

1. [Initiative](#)
2. Let's get creative. Read the "What's a... duh... Doodle?" section. You are going to be looking at a simple line drawing and coming up with as many different, creative descriptions as to what it is like in the "bow tie caught in the elevator" example. You will be using the pictures on page 2. Imagine that they are numbered going across. The top row would be numbered 1 through 4. In the second row the pictures would be numbered 5 through 8

## Assignments for 12<sup>th</sup> Grade

and so on down to 20. Start the [one minute timer](#). How many [different pictures](#) do you see in this picture? Use picture 1. Write down your list.

3. Sign your name.
4. Give your speech.
5. Have your audience score you using this [rubric](#). (Skip "sources" and "audience.") The total possible is 20. Record your score.

### Day 86

1. [Initiative](#) and [one more](#)
2. Play a [lumosity game](#).
3. Read this introduction on the [importance of listening](#). Skip the last paragraph. Don't worry about it.
4. Read about [effective listening](#). Use the arrow to turn the page.
5. Watch about being an [active listener](#).
6. Use the ideas to practice listening. Listen for 10 minutes to this [famous sermon](#), *Ten Shekels and a Shirt*.

### Day 87

1. Read the [definition](#) of joyfulness. How do you demonstrate this character quality and when do you miss the mark?
2. Play a [lumosity game](#).
3. Practice listening. Listen for 20 minutes to this [famous sermon](#), from 10 to 30 minutes.

### Day 88

1. [Joyfulness](#)
2. Play a [lumosity game](#).
3. Practice listening. Listen to the end of this [famous sermon](#), start at 30 minutes. It ends at 51 minutes.

### Day 89

1. [Joyfulness](#)
2. Play a [lumosity game](#).
3. Watch the video about [verbal and non-verbal communication](#).
4. Prepare a 2-3 minutes speech about your parents or other family members. Prepare and practice (out loud) today. Think about non-verbal communication. Are you communicating that you are confident by how you stand? Read over your [rubric](#) before you begin preparing so that you know what you'll be scored on. You will not be scored on "sources."

### Day 90

1. Read the [definition](#) of love. How do you demonstrate this character quality and when do you miss the mark?
2. Let's get creative. Let me give you a hint on being creative. Think like a little kid, where anything is possible. Start the [one minute timer](#). How many uses for a pane of glass can you come up with? Write down your list. (Why do things like this? You need creative thinking in order think creatively to solve problems. You can train yourself to be more creative, and it can help you come up with a solution when you are faced with an "impossible" problem.)
3. Give your speech.
4. Have your audience score you using this [rubric](#). (Skip "sources" and "audience.") The total possible is 20. Record your score.

This is the end of the second grading period. If you want to save things for a portfolio, you could save your speech rubric with your scores on it along with your written speech. At this point in the course, I suggest your grade still be based on satisfactory completion of each day divided by 45 days.

### Day 91

1. [Love](#)
2. Play a [lumosity game](#).
3. Read this [introduction](#) to choosing a topic, researching it and preparing to deliver a speech.
4. Read about [selecting a topic](#), researching it and preparing an outline. Use the arrows to turn the page to keep reading.
5. What are the five bullets? Explain each one. (part of the answer:

)

### Day 92

1. [Love](#)
2. Play a [lumosity game](#).
3. Watch this video on [choosing a topic](#). (on [youtube](#))
4. Watch this video on [interesting topics](#). (on [youtube](#))
5. Choose a topic for a how to speech. (It can be anything: how to set the table, how to sleep in, how to make a perfect speech, how to make potato soup, whatever you are interested in)
6. Make a five bullet outline. Write an intro and thesis as well as a conclusion and closure line. You can leave the body blank for now. The body will contain the steps for how to do whatever it is. There should not be steps/directions in the intro and conclusion.

### Day 93

1. [Love](#)
2. Play a [lumosity game](#).
3. Write the body of your speech. These are your steps to do whatever you are going to be explaining.

### Day 94

1. [Love](#). This is something you can do as a family.
2. Play a [lumosity game](#).
3. Sign your name.
4. Perfect your intro and conclusion, especially your opening line, your thesis and your closing line. Make them interested. Leave them feeling satisfied.
5. Practice your speech out loud. Remember that how you present your content is as important as what you actually say. Here's how you will be graded, [rubric](#).

### Day 95

1. Read the [definition](#) of loyalty. How do you demonstrate this character quality and when do you miss the mark?
2. Let's get creative. Need some more inspiration to get creative? Check out this [picture](#) of four elephants investigating an orange. Start the [one minute timer](#). How many [different pictures](#) do you see in picture number 2? (The second one in the top row.) Write down your list.
3. Give your speech.
4. Have your audience score you using this [rubric](#). (Skip "sources" and "audience.") The total possible is 20. Record your score.

### Day 96

1. [Loyalty](#)
2. Play a [lumosity game](#).
3. Read all of the pages on the [importance of words](#).
4. Write down the 6 Cs.
5. How did the speeches you read do in terms of the 6 Cs.

### Day 97

1. [Loyalty examples](#)
2. Play a [lumosity game](#).
3. Watch this video on [word choice](#). (on [youtube](#))
4. Watch this video on tips for [improving your vocabulary](#). (on [youtube](#))
5. Watch this video on [voice volume](#). (on [youtube](#))
6. You are going to give a speech telling a story about your life. It can be funny, sad, best day, worst day... Start working on your 5 bullets. Write an intro, conclusion, opening, thesis, closure. Your speech should be 3 to 5 minutes.

### Day 98

1. Read the [definition](#) of meekness. How do you demonstrate this character quality and when do you miss the mark?
2. Play a [lumosity game](#).
3. Today work on the body of your speech. Think about the 6 Cs.

### Day 99

1. [Meekness](#)
2. Play a [lumosity game](#).
3. Finish your speech. Think about your bullets, make them great. Think about the 6 Cs. Edit your speech.

- Practice it out loud. Think about how you will be graded, [rubric](#).

### Day 100

- [Meekness](#)
- Let's get creative. Start the [one minute timer](#). How many uses for a ruler can you come up with? Write down your list.
- Give your speech.
- Have your audience score you using this [rubric](#). (Skip "sources" and "audience.") The total possible is 20. Record your score.

### Day 101

- [Meekness](#)
- Play a [lumosity game](#).
- Read this introduction to [informative speaking](#).
- Read about [informational speeches](#).
- Watch this video on how to [pick a topic](#) for an informational speech. (on [youtube](#))
- Choose a topic (not a how-to). Be specific. Your speech should be three to five minutes.

### Day 102

- [Morality](#)
- Play a [lumosity game](#).
- Read about [visual aids](#).
- Go to page 3. Scroll to the very bottom. Put the cards in the right stack, the [dos and don'ts of visual aids](#).
- Gather information/statistics that would work on a visual aid. Work on a visual aid for your topic.

### Day 103

- Read the [definition](#) of obedience. How do you demonstrate this character quality and when do you miss the mark?
- Play a [lumosity game](#).
- Watch this video on [how to use openers](#) in public speaking. (on [youtube](#))
- Watch this video on [Steve Job's presentations](#). (on [youtube](#))
- Start working on your speech. Get that opener right. Remember your five bullets.
- Get the opening and closing (with intro and conclusion) done today.

### Day 104

- [Obedience](#)
- Play a [lumosity game](#).
- Go to page 2. Scroll down. Click on each ["C" word](#) for a reminder.
- Write your body.

### Day 105

- [Obedience](#)
- Let's get creative. Start the [one minute timer](#). How many [different pictures](#) do you see in picture number 3? Write down your list.
- Finish your speech.

### Day 106

- [Obedience](#)
- Play a [lumosity game](#).
- Finish your speech and your visual aid.
- Here is your [rubric](#).
- You will also be scored on your visual aid.

### Day 107

- Read the [definition](#) of orderliness. How do you demonstrate this character quality and when do you miss the mark?
- Play a [lumosity game](#).
- Give your speech.
- Have your audience score you using this [rubric](#). (Skip "sources" and "audience.") The total possible is 20.

## Assignments for 12<sup>th</sup> Grade

- Score up to ten points for your visual aid. Did it enhance your presentation, make it more interesting? Was it carefully and neatly done? Was it colorful and attractive? Was it clear what purpose it served? Score up to two points for each of those questions. Add two points for having a visual aid. Total 10 points
- Record your score out of 30.
- Put your speech in your portfolio.

### Day 108

- [Orderliness](#) and [another](#) and [another](#)
- Play a [lumosity game](#).
- Go through all of the parts of page 4 on [communication in business](#).
- Role play with someone where you ask for a raise.

### Day 109

- [Orderliness](#)
- Play a [lumosity game](#).
- Role play with someone a job interview. Pick whatever job you want. If your interviewer needs help, here are some sample [questions](#). Think about how you present yourself. Start with a hello and a handshake. Think about word choice.

### Day 110

- Read the [definition](#) of patience. How do you demonstrate this character quality and when do you miss the mark?
- Let's get creative. Start the [one minute timer](#). How many uses for a water bottle can you come up with? Write down your list.
- Read through several of the [answers](#). Why are these answers considered good answers? What do they say about you as a prospective employee?

### Day 111

- [Patience](#) and [patience](#)
- Play a [lumosity game](#).
- Read about making speeches on [special occasions](#).
- Do the two [click and drag activities](#) on the bottom of page 2. If you get one wrong, just pay attention to where it redirects to.
- Choose a type of special occasion speech for your next speech.

### Day 112

- [Patience](#)
- Play a [lumosity game](#).
- Watch this [graduation speech](#).
- Watch this video on how to prepare and deliver a [wedding toast](#). (on [youtube](#))
- Watch this video on [how to write a eulogy](#). (on [youtube](#))
- Write the opening and introduction to your speech. You will be giving your speech on day 115.

### Day 113

- Read the [definition](#) of persuasiveness. How do you demonstrate this character quality and when do you miss the mark?
- Play a [lumosity game](#).
- Work on your speech. It should be five minutes. If you are given a time expectation, you need to make sure you meet it! Being on time will be part of your score.

### Day 114

- [Persuasiveness](#) and [another](#)
- Play a [lumosity game](#).
- Sign your name.
- Finish your speech.

### Day 115

- [Persuasiveness](#) Read part 1, (I.)
- Let's get creative. Start the [one minute timer](#). How many [different pictures](#) do you see in picture number 4? Write down your list.
- Give your speech. It needs to be timed.



## Assignments for 12<sup>th</sup> Grade

4. Have your audience score you using this [rubric](#). (Skip "sources.") Consider the intended audience, not who actually heard it. The total possible is 24. Add up to six points for the speech being 5 minutes. Take off a point for every minute off.

### Day 116

1. [Persuasiveness](#) Read part 2, (II.)
2. Play a [lumosity game](#).
3. Let's not forget our signatures. Practice writing your signature.
4. We are going to take a detour before we learn about persuasive and argumentative speaking (or debating).
5. We're going to be learning about logic. Along with logic, we will be looking at bias in the media as well as propaganda.
6. In these types of speeches you will hear what we call logical fallacies, basically bad arguments. The speaker may be using them very purposefully to trick people into agreeing with them. You need to be able to spot them so that you don't fall for the trick. An example would be Al Gore saying that "All scientists" believe in global warming as a threat to the world so we all need to believe it too. Has he spoken to every scientist in the world? No. When there is something that is growing in popularity, then people use that to try to make others feel like it must be true and they should join in. That's called the "**bandwagon**" fallacy. It's what we call a *logical fallacy*. Here's another [example](#).
7. The [strawman](#) fallacy
8. The [fallacy fallacy](#)
9. Come up with examples of each.

### Day 117

1. [Persuasiveness](#) Read numbers 3, 4, 5.
2. Play [5 minute mystery](#). You'll need to create an account.
3. Practice writing your signature.
4. The [False Cause](#) Fallacy Here's an example. I wore red and then our soccer team lost. I'm never going to wear red again to a game and we'll win the championship!
5. [Appeal to emotion](#) An example is a commercial that uses American pride to make you want to buy their American-made product.
6. The [slippery slope](#) fallacy
7. Come up with examples of each.

### Day 118

1. [Persuasiveness](#) Read numbers 6, 7, 8.
2. Play a [lumosity game](#).
3. Practice writing your signature.
4. The [ad hominem fallacy](#) Political campaign advertisements are great places to see a lot of these fallacies.
5. The [tu quoque fallacy](#) These strange words are Latin. There is a strong Latin foundation to what we know as logic and rhetoric, the words we speak.
6. [Special pleading](#)
7. Come up with examples of each.

### Day 119

1. [Persuasiveness](#) Read numbers 9 and 10.
2. Practice writing your signature.
3. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
4. [Loaded question](#)
5. [Burden of proof](#)
6. Come up with examples of each.

### Day 120

1. [Persuasiveness](#) Read numbers 11, 12, 13.
2. Let's get creative. Start the [one minute timer](#). How many uses for a box of Q-tips can you come up with? Write down your list.



3. Practice writing your signature.
4. [Ambiguity](#)
5. The [gambler's fallacy](#)
6. [Composition/division](#)
7. Come up with examples of each.

### Day 121

1. [Persuasiveness](#) Read the REMARKS.
2. Play a [lumosity game](#).
3. Practice writing your signature.
4. [No True Scotsman](#)
5. [Genetic](#)
6. [Black or White](#)
7. Come up with an example of each.
8. Put some of your examples in your portfolio.

### Day 122

1. Read the [definition](#) of punctuality. How do you demonstrate this character quality and when do you miss the mark?
2. Play [5 minute mystery](#).
3. Practice writing your signature.
4. [Begging the Question](#) (or circular argument)
5. [Appeal to Nature](#)
6. [Anecdotal](#)
7. Come up with an example of each.

### Day 123(\*)

1. [Punctuality](#)
2. Play a [lumosity game](#).
3. Practice writing your signature.
4. [Texas Sharp Shooter](#) The saying goes that you can find a statistic to support anything.
5. [Middle Ground](#) When you read examples of fallacies, they can be very biased. They will choose things they are against as the examples of the ones using the fallacies. This example does just that. (FYI: There have been many court cases won where it was shown that the child's autism was caused by a vaccine.) Just because there are flimsy arguments for something you are for does not make all arguments for it wrong. But you know that, that would be a logical fallacy.
6. Come up with an example of both.
7. (\*) For review, look over (and print out if you like) this page of all of the [fallacies](#) we just quickly went over.

### Day 124

1. [Punctuality](#)
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Practice writing your signature.
4. Read this story, [Love Is a Fallacy](#), which presents many fallacies in it.
5. \*Then complete this worksheet on fallacies by finding [examples](#) from the story. Find all the examples you can.
6. There are ten answers for that worksheet. Score 1 point for each example you provided. Record your score. There are some where there was more than one example, so you could get some extra credit on this one.
7. Here is an [answer guide](#) if you need/want it.

### Day 125

1. Read the [definition](#) of resourcefulness. How do you demonstrate this character quality and when do you miss the mark?
2. Let's get creative. Start the [one minute timer](#). How many [different pictures](#) do you see in picture number 6? Write down your list.
3. Practice writing your signature.

4. What fallacy is taking place in this story?
  - One day, Janie and her mom are baking a ham. In preparing the ham for the oven, Janie's mom cuts off the bottom third of the ham before putting the rest of it in the pan to go into the oven. Janie asks, "Mom, why do you cut off the bottom third of the ham like that?" Janie's mom replies, "Well, I do it because that's the way grandma does it." So Janie asks, "Ok, why does grandma do that?" Mom replies, "I don't know, let's call her." They call grandma and ask. Grandma says, "I do it because great-grandma did it that way." So Janie asks, "Why did she do it that way?" Grandma replies, "I don't know, let's call her." They call great-grandma and ask, "Nana, in our family we always cut the bottom third of the ham off before putting it in the oven. Why do we do that?" Great-grandma replies, chuckling, "You know, I never understood why all you fools keep doing that. I did it because I never had a pan big enough for a full ham!"
  - Answer: ( )
  - You'll find there are all sorts of fallacies out there, and many fall under others as types of fallacies. There's not just one list out there of what they are. The important thing is to see the flaw and to be able to address it.
5. What flaw is in this argument?
  - A scientist wanted to know if all odd numbers were prime. He checked 3, 5, and 7. He decided that must mean all odd numbers are prime.
  - Answer: ( )
6. What flaw is in this argument?
  - I once discarded all the tax records for a particular year. Within a short time, the IRS notified me of an audit. They've never audited me for any year I kept records for. I therefore conclude that the IRS knows which records I keep, and won't audit me on the years when I keep the records.
  - Answer: ( )
7. What flaw is in this argument?
  - If he was innocent, he wouldn't be on trial.
  - Answer: ( )
8. These examples came from the forum at the chronicle.com.

### Day 126

1. [Resourcefulness](#)
2. Play a [lumosity game](#).
3. Practice writing your signature.
4. Let's look at propaganda. You'll see that propaganda is a way logical fallacies are used.
5. Scroll down and read through Activity 1 and Activity 2 about the [definition of propaganda and examples](#) of the seven most common types.
6. Oh, it's everywhere. How about some [more propaganda in advertising](#).

### Day 127

1. [Resourcefulness](#) and [one more](#)
2. Play [5 minute mystery](#).
3. Read through this page on the [message of advertising](#) and answer the questions concerning the [Messy Marvin](#) ad. Keep scrolling. It will direct you to watch the clip again and answer more questions. You will NOT watch the Pepsi commercial. There's immodest dress in it.

### Day 128

1. Read the [definition](#) of responsibility. How do you demonstrate this character quality and when do you miss the mark?
2. Play a [lumosity game](#).
3. Read through the beginning and complete activity one on [identifying fact from opinion in advertising](#).
4. Think about it: how are opinions used in advertising as propaganda?

### Day 129

1. [Responsibility](#)

## Assignments for 12<sup>th</sup> Grade

2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Read this quote from *Noam Chomsky's Media Control: The Spectacular Achievements of Propaganda* about slogans used as propaganda.
  - In fact, what does it mean if somebody asks you, Do you support the people in Iowa? Can you say, Yes, I support them, or No, I don't support them? It's not even a question. It doesn't mean anything. That's the point. The point of public relations slogans like "Support our troops" is that they don't mean anything. They mean as much as whether you support the people in Iowa. Of course, there was an issue. The issue was, Do you support our policy? But you don't want people to think about that issue. That's the whole point of good propaganda. You want to create a slogan that nobody's going to be against, and everybody's for. Nobody knows what it means, because it doesn't mean anything. Its crucial value is that it diverts your attention from a question that does mean something: Do you support our policy? That's the one you're not allowed to talk about. So you people arguing about support for the troops? "Of course I don't not support them." Then you've won. That's like Americanism and harmony. We're all together, empty slogans, let's all join in, let's make sure we don't have these bad people around to disrupt our harmony with their talk about class struggle, rights and that sort of business.
  - How are slogans used as propaganda?

### Day 130

1. [Responsibility](#)
2. Let's get creative. Start the [one minute timer](#). How many uses for a fan can you come up with? Write down your list.
3. Scroll down and read, "[What is Propaganda?](#)" and "[A Sound Example](#)." Stop at "Hidden Messages."

### Day 131

1. [Responsibility](#) (I think I may have linked to this before, but I like it. Take responsibility for teaching your siblings good things by example.)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Scroll down and go through the section, "[Hidden Messages](#)." Stop at "Is Propaganda Always Negative?"

### Day 132

1. Read the [definition](#) of reverence. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Scroll down and go through the section, "[Is Propaganda Always Negative?](#)"

### Day 133

1. [Reverence](#) Read the first two sections.
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read "[What is propaganda?](#)"
4. What is the opposite of propaganda? (We'll come back to this.)

### Day 134

1. [Reverence](#) Read the section, Romans 3:18.
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Read the [two speeches and compare them](#). What details were changed? added?

### Day 135

1. Read the [definition](#) of security. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Look at this list of [propaganda techniques](#) and use it to [identify propaganda in the speeches](#).
4. Do you think it's possible for a reporter to be absolutely neutral?

This is the end of the third quarter. It's time to save some things for your portfolio. Print out some samples of the types of materials you are using. You can either grade based on days completed, or you can make that 60% of your grade and figure 40% of your grade to be your speeches and things.

### Day 136

1. [Security](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this article about the [propaganda campaign against schools](#).
4. What does she say are the methods used in the propaganda campaign?
5. Be aware when something stirs up these feelings in you. Get control of your emotions and find out the other side to the story.

### Day 137

1. Read the [definition](#) of self control. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Since education is supposed to be the opposite of propaganda, people disguise propaganda as educational material.
4. Read this article about [propaganda in schools](#).

### Day 138

1. [Self control](#) and [Self control](#) and [Self-control](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Here are some examples of propaganda in schools.
  - [one](#)
  - [two](#)
  - [three](#)
4. Read the assignment on [page 6](#). Numbers 4, 5 and 6 are propaganda. Why? (For number 4: There are three branches of the government, each with different jobs.)
5. Here's another example from a different political perspective. These are examples of [changes to textbooks in Texas](#). Any idea what the propaganda message is?
6. Here's another about the [second amendment](#).
7. Look at these pictures to see some examples of history being altered: [one](#), [two](#).

### Day 139

1. [Self Control](#)
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Look through this page pointing out [errors about Jewish history](#).

### Day 140

1. [Self Control](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Some things about this [slideshow about the Lusitania](#) struck me when I saw it making the Modern History course. How do you know the newspaper headline on slide 3 is not fact based? It's leading you a certain direction in how it's worded.
4. Some people think this was sunk on purpose to get the US into the war.
5. Go through the slides. The first and the majority lead you to believe what? The last few are saying what? Do you think this is propaganda?

### Day 141

1. [Self-control](#) and [self-control](#) and [Self-control](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Below is from one of my assignments in the Modern History course.
  - Here's a quote about the "corrupt bargain" from Education Portal's American History course. "[Clay would] help get Adams elected president only if Adams would name Clay Secretary of State. Clay believed that the job of Secretary of State was the perfect launching pad for his future presidential ambitions. Adams agreed, and the deal was struck."
  - That lesson assumes the corrupt bargain happened.

## Assignments for 12<sup>th</sup> Grade

- Read this quote from a lesson from NROC's history course: "Since Adams was such a moral man, it is unlikely that the accusations of corruptness were accurate."
- This time the lesson assumes the bargain didn't happen, making an inference based on what we know of Adams. However, the other course just calls it a fact when we don't really know what happened behind closed doors.
- This is an example of a differing "facts" in history texts. History isn't always as factual as it seems. History is always viewed from a perspective. In one of the lessons Jackson is viewed as doing wrong, and in the other, Adams.
- Our family used to live in Macedonia. Every time a different party won the election, the schools got new textbooks. Why? That party wanted their version of history taught!
- Why would they want their version of history taught?

### Day 142

1. Read the [definition](#) of sensitivity. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch this video on how children in schools are taught to [use propaganda](#)! How would teaching kids to be manipulative and to use fear and anger hurt relationships and damage their ability to have logical discussions about important topics?

### Day 143

1. [Sensitivity](#) and [another](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this lesson on [bias in scientific research](#).

### Day 144

1. [Sensitivity](#)
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. What do you think of the manipulation in these ads?
  - [Dove](#), watch video
  - Look at the [Time magazine cover](#) on the right.

### Day 145

1. Read the [definition](#) of sincerity. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Look at these [ads](#). What are they selling? How are they selling it? Some are selling more than one thing. Go through the backpack today.

### Day 146

1. [Sincerity](#) and [another](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Look at these [ads](#). What are they selling? How are they selling it? Some are selling more than one thing. Start at the backpack today.
- 4.

### Day 147

1. [Sincerity](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Finish [playing](#).

### Day 148

1. [Sincerity](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read through these [definitions related to persuasive speech](#). Your next speeches are going to aim at convincing people of something.
4. Some of this should sound familiar. Are you going to use propaganda techniques in your speeches?

### Day 149

1. [Sincerity](#)

## Assignments for 12<sup>th</sup> Grade

2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Watch the presentation on [persuasive speech](#) (use Firefox browser).
4. Did you take notes? You haven't forgotten all you learned about taking notes have you and good study techniques? There were four pieces to effective persuasion. What were they? They should be in your notes.

### Day 150

1. Read the [definition](#) of thoroughness. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read about [passionate speech](#).
4. Read about [Ethos, Pathos and Logos](#).

### Day 151

1. [Thoroughness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read this [sample speech](#) by Stephanie Cloward.
4. Think of the four points of persuasive speech. How are they used in this speech?

### Day 152

1. [Thoroughness](#) and [Thoroughness](#).
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read the steps of Monroe's "[Motivated Sequence](#)."
4. Read about the [psychology of persuasion](#).

### Day 153

1. [Thoroughness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Read Sojourner Truth's famous speech, "[Ain't I a Woman?](#)"
4. Look for persuasive techniques.

### Day 154

1. Read the [definition](#) of thriftiness. How do you demonstrate this character quality and when do you miss the mark?
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Read this [assignment for Truth's speech](#). Read the questions and then reread the speech with them in mind. (You aren't writing answers yet.)

### Day 155

1. [Thriftiness](#) and [another](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Answer the first two questions about the speech.
  - [questions](#)
  - [speech](#)

### Day 156

1. [Thriftiness](#) and [another](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Answer the second two questions about the speech.
  1.
    - [questions](#)
    - [speech](#)
4. Score up to 6 points for each answer if there were at least six sentences in the answer and they appropriately responded to the question.
5. Record up to 24 points.

### Day 157

## Assignments for 12<sup>th</sup> Grade

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1. [Thriftiness](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Watch the short video on [writing the introduction](#) to a persuasive speech. (on [youtube](#))
4. Watch the short video on [tips for persuasive speeches](#). (on [youtube](#))
5. Watch the short video on [writing the conclusion](#) to your persuasive speech. (on [youtube](#))

### Day 158

1. Read the [definition](#) of tolerance. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Before you start writing. Write down this [outline](#) of how a persuasive speech should be written and then choose a famous persuasive speech to read for inspiration.

### Day 159

1. [Tolerance](#)
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Write an analysis of your audience. Who are they? (Male, female, ages, education level, social status...) What are their feelings about your topic? What exposure have they had to the topic? Look at the rubric, below, before you start writing.
4. Here is the [rubric](#) for how it will be scored. Pay attention to length and what kind of details you could include.
5. Stuck on a [topic](#)? Here's a list.

### Day 160

1. [Tolerance](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Write an outline for your speech. Check out the [rubric](#).

### Day 161

1. [Tolerance](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Work on writing your speech. You have three days.

### Day 162

1. [Tolerance](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Work on writing your speech.

### Day 163

1. Read the [definition](#) of truthfulness. How do you demonstrate this character quality and when do you miss the mark?
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Work on writing your speech. This is your last writing day.

### Day 164

1. [Truthfulness](#)
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. A speech isn't meant to be read. It's meant to be heard, and nowadays, seen. Read this article on [effective speaking techniques](#).
4. What were some of his tips on body language?
5. What does it mean to be engaged with your audience?

### Day 165

1. [Truthfulness](#) and [again](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Give your speech to an audience.
4. Your speech project should be scored with this [rubric](#).
5. Divide your score in half.



- Record your score out of 50.

### Day 166

- Don't forget to be practicing your signature. Sign your full name now. Sometimes it's required for you to sign your middle initial. Practice signing your full name with middle initial.
- [Truthfulness](#) and [another](#)
- Go to [Read Theory](#). Do the next quiz offered to you.
- Argumentative speaking is a form of persuasive speech. It is the kind of speech done in debates. Read this [introduction](#).
- Read about [making claims](#) and [how to agree to disagree](#) (next page).
- What does it mean to agree to disagree? How do you do it? What do you need to avoid?

### Day 167

- Practice signing your full name with middle initial.
- [Truthfulness](#)
- Go to [Read Theory](#). Do the next quiz offered to you.
- Read about the value of [being a critical thinker](#), ethics and plagiarism (turn the page).
- What does it mean to be a critical thinker?

### Day 168

- Practice signing your full name with middle initial.
- Read the [definition](#) of virtue. How do you demonstrate this character quality and when do you miss the mark?
- Go to [Read Theory](#). Do the next quiz offered to you.
- Read this [sample argumentative speech](#).
- What elements of argumentative speech do you see in the speech?

### Day 169

- Practice signing your full name with middle initial.
- [Virtue](#)
- Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
- Watch this video on [how to write an argumentative speech](#). (on [youtube](#))

### Day 170

- Practice signing your full name with middle initial.
- [Virtue](#)
- Go to [Read Theory](#). Do the next quiz offered to you.
- Read this introduction to your [final speech project](#). You will write and present an argumentative speech. It should be about four minutes.
- Read this [sample speech](#).
- Choose your topic for your [argumentative speech](#). You don't have to choose from the list. These are just ideas.
- Here are other [topics](#) with some research videos for you.

### Day 171

- [Virtue](#)
- Go to [Read Theory](#). Do the next quiz offered to you.
- Do research for your speech. Do you remember your research techniques from earlier this year?

### Day 172

- [Virtue](#)
- Go to [Read Theory](#). Do the next quiz offered to you.
- Work on your outline for your speech.

### Day 173

- [Virtue](#)
- Go to [Read Theory](#). Do the next quiz offered to you.
- Work on your outline and do research as necessary. The more you put into your outline, the easier it will be to write.

### Day 174



## Assignments for 12<sup>th</sup> Grade

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1. Read the [definition](#) of wisdom. How do you demonstrate this character quality and when do you miss the mark?
2. Read this page on [media bias](#) and answer the questions. Read through the top section with the directions. There are explanations of different types of bias on the side, which you should read through. Then read the excerpt and answer the questions.
3. Work on writing your speech. You have three days.

### Day 175

1. [Wisdom](#)
2. Go to [Read Theory](#). Do the next quiz offered to you.
3. Work on writing your speech.

### Day 176

1. [Wisdom](#)
2. Work on writing your speech.

### Day 177

1. [Wisdom](#)
2. Read over your speech (out loud) and practice. Edit as necessary. When you read out loud, you can find problems you wouldn't have otherwise.

### Day 178

1. [Wisdom](#)
2. Present your speech. Score it using the first rubric. There are 5 bullet points. Score up to 4 points for each. Double your score.
3. Record your score out of 40.

### Day 179

1. [Wisdom](#)
2. Watch this video on [what it takes to succeed](#).
3. Do you have what it takes? Do you have grit? Notice how it says that certain "character qualities" are the best determination of success. What have we been learning about this year?
4. What do you notice about the [difference between the two cultures of education](#)?

### Day 180

1. Let's see how successful your [brain training](#) was. Follow the directions to test your creativity. You can test your [memory](#) as well.
2. Decide on one character quality you want to work on. Ask your parents to choose one trait they'd like you to work on. Read through those page. (Find it on the [drop-down menu](#) on the top right of the page.)
3. Write a plan of action for both character traits. Many of the character traits have a section about "how to demonstrate" that quality which might help you. What are you going to do? When are you going to do it? How are you going to do it? Who will hold you accountable for doing it?
4. One final project: [invest in others](#). You are not more important than everyone else in the world. Be confident in who you are so that you are wanting and willing to build up those around you.
5. Find your final grade for the course. I suggest multiplying your grade by .4. Then figure out your score for your 180 days of work by using how many days you completed of the course – completed days/180. Multiply that by .6 . Add those together or your grade. That makes your daily work worth 60% of your grade.

