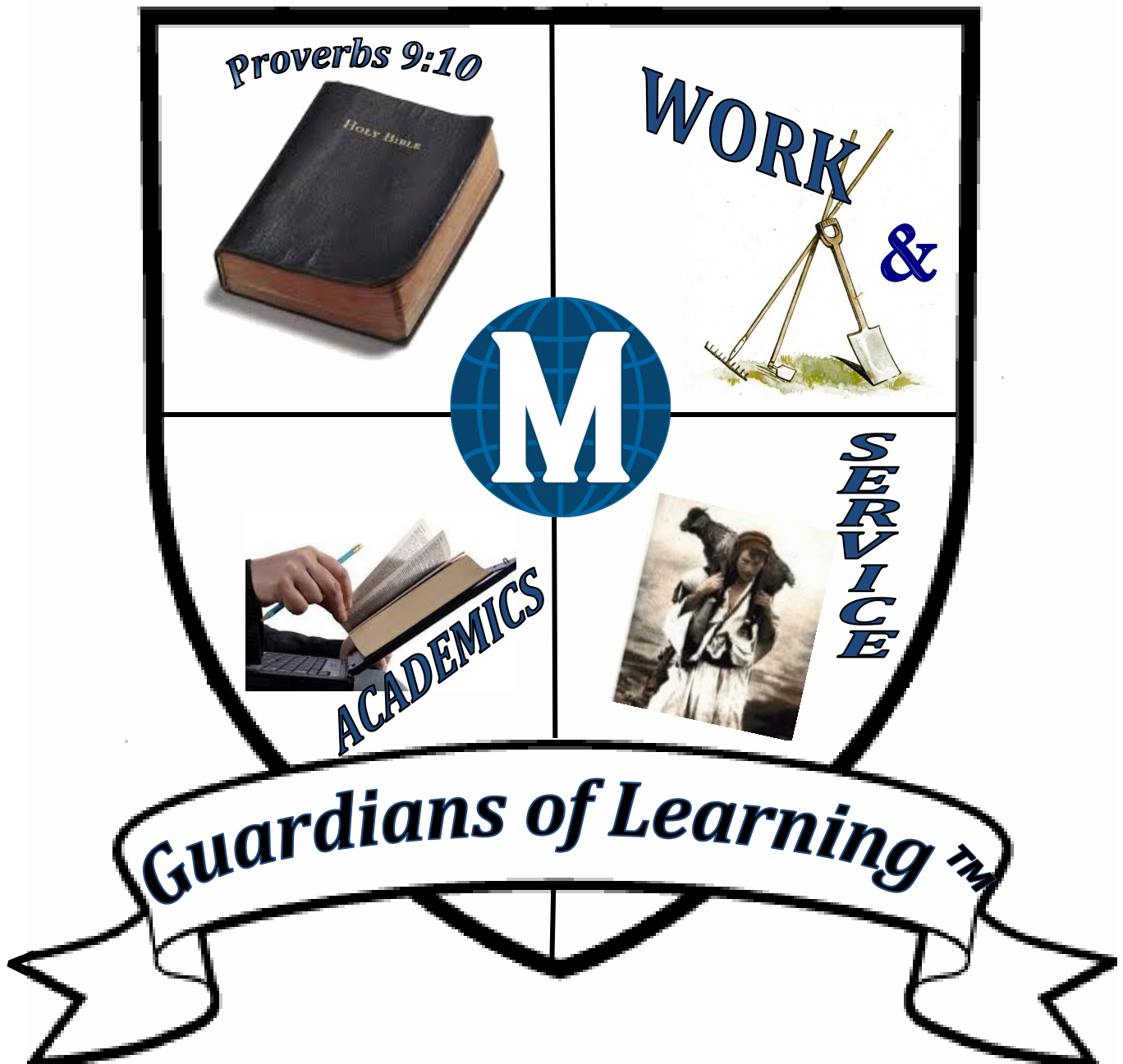


MOORE ACADEMY

Leading The World In Family Education

Grade 2 Premier Program



Student: Student Name



LEADING THE WORLD IN FAMILY EDUCATION

Moore Academy

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Images from various sites on the Internet



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WELCOME

Welcome to the Moore Academy's Full Service Premier Program, created for Seventh-day Adventist students. You have chosen a Bible based and Spirit Of Prophecy education which will help prepare your child for Jesus soon return.

YOUR CURRICULUM GUIDE

You have in your hand a full year's program. Included for each subject are the suggested books to be purchased, along with quarterly assignments provided for each nine week report from you. Your personal Moore Academy Consultant will evaluate the work accomplished with ideas and suggestions provided to further the student's educational adventure.



YEARLY CONSULTATION

Your assigned consultant will be available throughout the year by phone or email. You will find faster service through email, however. She will be available to answer any questions or help you through any difficulties with the program. Students as well as the parent teacher are welcome to interact with the Consultant.

NEED INDIVIDUALIZATION

Please read through this Curriculum Guide with your student and if there is a need for a different textbook suggestion with assignments, or clarification of the program; be sure to email your Consultant. With this full service program, your Consultant will guide you through any changes needed and provide whatever you need for a change or alteration in the program.





Dear Friend,

This Grade 2 level of the Elementary Premier Program is designed to give you a semi-structured curriculum while still allowing the freedom of the Moore Philosophy.

How will your studies unfold?

*At this age, students **may** be covering more than one grade in their comprehension level, and that is how it should be. We try to take this into account when providing the Curriculum Guide for this age; consequently, there may be areas that will not have anything specific listed for 'assignments', since the curriculum may have to be adapted to fit your student's progression throughout the year. There are many choices given for a variety of student levels. Choose what suits your family the best.*

Work and Service suggestions also are included to help your student grow to his or her full potential as a worker for Jesus.

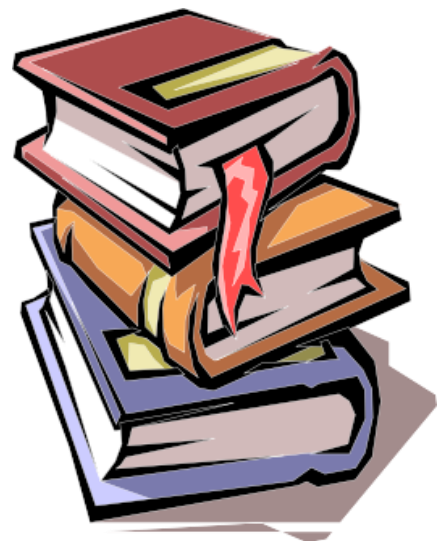
✓ **Another note on evaluations:**

For whoever may do this work for the student, the parent, or any chosen Consultant, this should be a teaching opportunity. Evaluations are more than just an overview; it is a time for reflection, correction, and discussion of what the student has learned with the content subjects.

✓ *Keep a folder for each subject, and file all completed paper work. You will need these for your own records and for quarterly reporting. Also keep monthly calendar pages showing all PE, work, and service projects the student has completed.*

Think and Plan Ahead!

If prayer and Bible study are your first priority, everything else will fall into place. For your own personal organization, the following suggestions are supplied.



ACADEMIC STUDIES

The following is your list of subjects with the accompanying Guides. Each student will achieve at a different pace. Some students may want to go beyond the assignments and do further activities, while others may not be able to complete all the work suggested. The time factor is best to be observed in that case, that being sufficient. Each subject should be about 15 minutes a day (Social Studies, Science, and Health 20 minutes), making the total academic time no more than a total of 2½ - 3 hours per day. We recommend teaching the Social Studies, Science, and Health in blocks of time at this age. You might spend 2 – 4 weeks on Social Studies, for example, then switch to Science or Health for 2 – 4 weeks. The amount of time you spend on each of these subjects will depend on the content, the projects involved, and/or what field trips you might take. Subjects such as Art, Music, PE, Work Education, or Service Education should not be included in this daily time frame as these interests will vary from student to student. Parents with struggling students need to choose wisely what areas to cover and what can be set aside.

WELCOME

to the

ELEMENTARY

PREMIER PROGRAM

GRADE 2

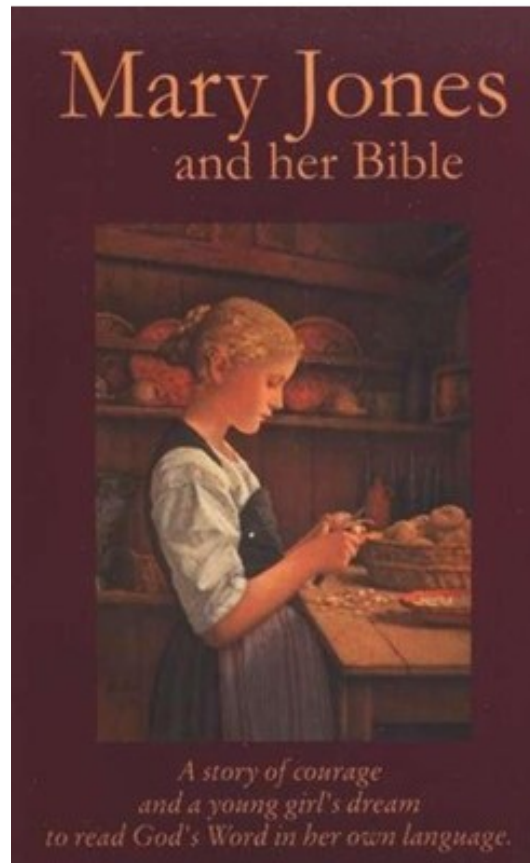
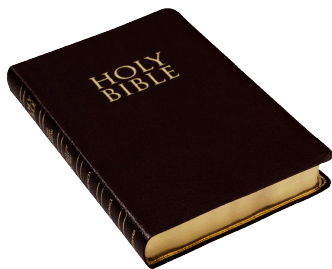


BIBLE

Books and Resources Used: *The Holy Bible* (large enough print, not microscopic!); *Surprising Nature: Lessons from God's Creations* by Charles Mills and Dorinda Kuebler Mills (devotional); *The Story of Mary Jones and Her Bible* by Miss Mary Emily Ropes also available as video at <https://vimeo.com/253784769>. This link can be viewed little by little because it is broken into sections with thought questions at the end of each section. Child should be able to orally repeat main ideas.

Topics or Concepts to be Covered: *Lessons from God's Creations* features 45 creatures that shows the wise and wonderful ways God designed and cares for them and you.

Mary Jones and Her Bible - Memory verses in the video: Matthew 7:7 Ask and it shall be given you ... Psalm 121:7 The Lord shall preserve thee from all evil: he shall preserve thy soul. Adapted from the original story. There was a need for Bibles in Wales. The Bible Society headquarters in England formed to print Bibles for people all over the world. Benefit of Bible reading : Ability to help others with wisdom gained from reading it. Narration includes end of Mary Jones life that she has gone to be with Jesus (tradition long repeated but not based on Bible truth). Families can research this more at truthaboutdeath.com especially the video "Meet the Hansens". Prayer suggestions given in conclusion.

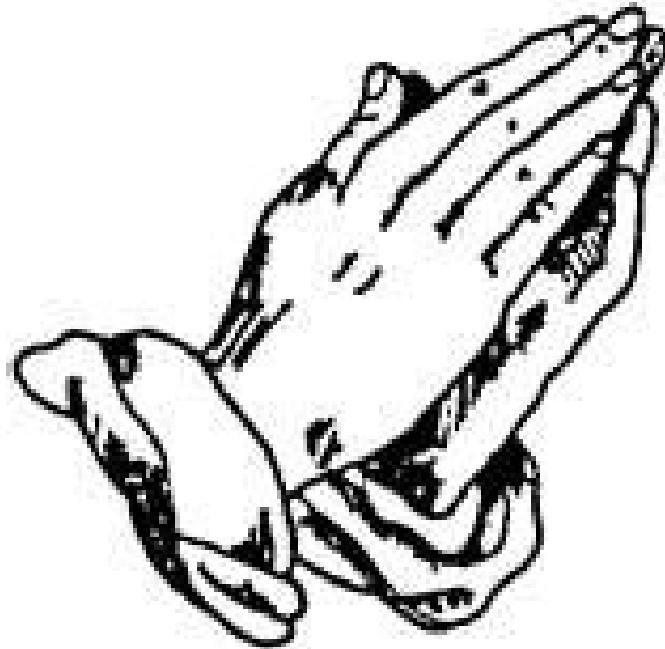


Scripture Memorization plan is on pages 4-6 and Journaling is on page 3 of the Reference Guide.

Samples for Evaluation time: Animal journal pages have been included in the back of the book for your use. You may need to photocopy these or reproduce the idea on other pages. A section labeled Surprising Nature Book has also been included to make your own book.

The student and parent may read the Holy Bible stories or devotional books together and then answer any questions raised. If the student writes well enough, he or she can do daily journal entries explaining what has been learned. For struggling writers, the student and parent should take turns writing, or the student may dictate to the parent what should be written. The student may also choose to journal by drawing a picture, then dictating a caption.

The Scripture Memorization plan is on pages 4-6 of the Reference Guide. Journaling is described on page 3 of the Reference Guide; Read this section and determine if this is something that would help your student become more in tune with God's Word by putting his or her personal thoughts on paper. Yet at this young age, just memorizing God's word is acceptable. Journaling may need to wait until writing has become a lot easier and quicker. Store God's word in your child's mind before the world fills this space with its messages. Allow God to speak directly to your child though a loving relationship with Jesus.



**May the Lord richly bless you as you study this work
with much prayer.**



Samples to keep for your records : Short informational writing, a story, poem, or a paragraph written, list books read or videos watched, photos, drawings, maps, lap book, diorama, video clip or sound bite of your child talking about their chosen land form or explorer. The goal is to interact with these terms enough so that they are part of your child’s vocabulary.

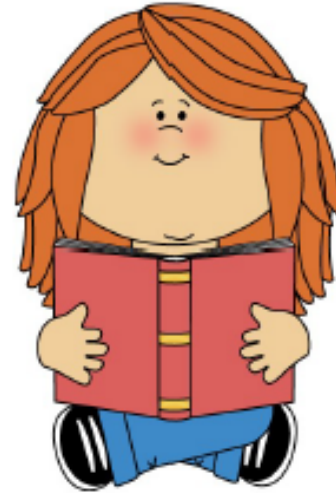
Topics or Concepts to be covered – **Science/Health**: How our bodies work, animals and their habitats, the plant world, the scientific method and tools, basic physics principles about how things work, the atmosphere and weather, earth and space. If your family enjoys a plant based diet, you may choose to supplement this textbook with what your family uses in place of the traditional diet. Show with a simple poster these other choices. Label your illustrations. Talk with your child about proper diet, nutrition, and exercise (See **Genesis 1:29, 2:8-9, 15-17; Daniel chapter 1, Psalm 86:11**). Continue practicing regular hand washing. Hands-on activities are included in this reader but feel free to ask your own questions, or do other experiments that your child gets excited about. We want to do school the way your child learns best. Please record these extra activities and learning experiences in a journal or photographs, drawings, or booklets.

Samples for evaluation - Show learning with a simple poster or pictures. Label all your illustrations. Submit work book pages and experiments completed. Consider also that God has given His children a day of rest for physical, mental, and spiritual renewal. Show what you do on this day in contrast to the week days. Hands-on activities are included in this reader, but feel free to ask your own questions, or do other experiments that your child gets excited about. We want to do school the way your child learns best. Please record these extra activities and learning experiences in a journal or photographs, drawings, booklets, dioramas, or lap books. Record on a calendar page what exercises your child does every day including the amount of time spent.



FOR EACH BOOK:

After each book has been read, have the student choose their favorite event and have them brainstorm ideas then create a diorama or a Pyramid Diorama (triarama). Directions for each are on the following pages. For reporting purposes, take pictures of the process as well as the finished result.



Have the student choose their favorite book and write (with your help or they can do it themselves) a short one paragraph explanation of why they liked the book. What about the main character do they like and why? Do they like David Livingstone because they want to be an explorer or do they want to be a missionary, so Brother Andrew appeals to them? These are just thoughts, but it is important to get the student to think about what they read. This will be the first, very early, step in analyzing their reading material.

The Nature Reader has questions at the end of the book.

Choose a reasonable amount of work for your student's abilities. Make school enjoyable and not an overload. There is room for choices and variety.





LEARNING TO READ CAN BE FUN!



MUSIC

Books and Resources Used: *Choice of the parent and child*; This is a good time to start learning hymns or choruses that introduce Jesus as a child's best friend. Hearing or singing Christ-centered music helps maintain a joyful attitude. Instrumental music is also a great choice. Suggestions: *Building For Eternity* (MooreAcademy.org); Christ In Song for Kids CD (MooreAcademy.org) See pages 83-84 in the Reference Guide to find some really neat ideas on how to correlate music with other subjects as well as make music a meaningful experience in your child's life.

Topics or Concepts to be covered: explained by the parent as to what the student is studying

Samples for evaluations: CD's, DVD's, photos, music scores, etc.



All students should be introduced to music through listening and singing.



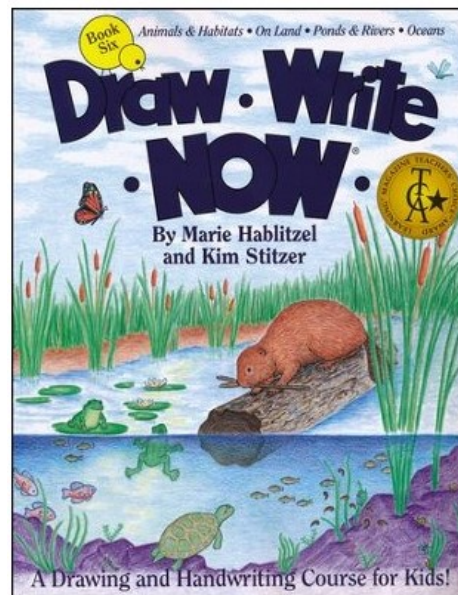
See page 13 in the Reference Guide to find some really neat ideas on how to correlate music with other subjects as well as make music a meaningful experience in your life.



Books and Resources Used: Depending on the art chosen, art can be in the kitchen arranging foods or decorating cakes or cookies, or folding a variety of napkin styles; workshop projects such as building a birdhouse, box, or napkin holder from popsicle sticks; garden such as arranging flowers, or trimming bushes; sewing, needlecraft, or doing typical cut, color, paste of your choice. Some children enjoy kits. There can be a wide variety considered art. These ideas can be used for service projects too when you share your projects, make cards, illustrate hymns etc. Use your imagination! Using online sources these days is a great way to generate ideas that your family would like to try. You can also do the **Draw, Write, Now** (MooreAcademy.org) books 4, or 6-8 by Marie Hablitzel and Kim Stitzer. This would qualify for handwriting practice and art.

Topics or Concepts to be covered: Hands-on work;

Samples for evaluation: This is the place to develop useful skills that can perhaps one day be used to earn money. Art at this level may also be done just for fun. Send pictures of any projects labeled by date, place, and concept learned. Any of the Draw, Write, Now books can be used together with the social studies.



More teaching information on pages 11-12 of the Reference Guide.



PHYSICAL EDUCATION

Suggestions of Activities: hiking and backpacking, bicycling, swimming, gymnastics, ball playing, gardening, and outside chores

Concepts to be covered: to build and maintain a strong, healthy body.



Samples for evaluation:

For **Physical Education**, the Moore Academy usually suggests that you make a calendar each month on which to document each time you participate in any physical activity. That way you can put down what you did and how long you spent for documentation purposes. Also any photos, DVDs, or videos would be great to add to your records.

Physical Education is just what the words imply. It is the work of educating one's body in physical activity or labor. This program is best accomplished at the end of a shovel or a hoe. The Moore Academy does not promote competitive sports activities, but would prefer students to gain health and vigor through producing a garden, doing some landscaping, or some outdoor manual labor.



Discuss with your children why it is important to obtain adequate exercise, maintain physical cleanliness, and eat healthful foods on a daily basis. Research has substantiated the need for all of the above to obtain optimum mental development which then enhances the learning and maturing process. Recent research has discovered a 'learning center' located adjacent to the cerebellum of the brain stem which lights up when children study. Because of these findings, we no longer tell children to "sit down, shut up, and read"; instead we allow movement and encourage frequent movement activities during study sessions.

See page 10 in the Reference Guide.

WORK & SERVICE EDUCATION



Work and Service Education is what the subject title implies. It is an educational process whereby the student is to learn new skills within the home-chore framework as well as in service to the community. The student should also be working towards excellency as well as displaying positive attitudes. The student should be directed on how to look for opportunities of service as well. Learning to give service with a loving spirit is the goal. Students should also be taught to be aware of the needs of others.

Resources: all around you

Concepts: mental, physical, and social health

Samples for evaluation: prepare a monthly chart on which to write the service projects done. This can be used for work and PE as well.



For Work and Service, the Moore Academy suggests that the student prepare a calendar on which to document each time he or she participates in any of these two activities. That way both time and job, or service, can easily be documented. Videos and photos are also great to keep for documentation.

*Like Jesus, home is where the student first learns to serve. However, **Service Education** does not stop there. At **Moore Academy**, our students make service an **outreach program**. Many students find this the foundation of their entire educational program. Doing for others can be a rewarding educational experience! Remember too, what you do for others, you do for Jesus.*



See page 7 of the **Reference Guide**.

IN CONCLUSION

It is our prayer that this year has been a profitable one for you, in that you have enjoyed the freedom of homeschooling as well as a well-rounded curriculum that has been Bible based.

May God decidedly bless you as you continue in the process of educating your student(s) in the admonition of the Lord and His purposes for you and your family.

***Now it's time
for***

***3rd
Grade!***





Reference Guide



Over the years our staff has answered many questions regarding issues not covered in our manual or the general philosophy books we offer. Individual members of our staff of educators, teachers, and counselors along with input from you, the parents, have summarized their answers to some of the more common questions and they are presented here for you to pick and choose from. Every situation has variables that affect the application of these helps. Use the ideas that fit your situation and family and leave the rest for later reference.



LEADING THE WORLD IN FAMILY EDUCATION

REFERENCE GUIDE

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PRINCIPLES TO GUIDE READING CHOICES



1. **Read only the best.**

The best books will...

- a. Uplift our ideals and inspire us. Read about men and women with high ideals.
- b. Give food for thought. A good book is written with eloquence, which is not simply a mastery of words, phrases, and illustrations, but is good solid thought that inspires thought.
- c. Give useful knowledge. Ben Franklin said "*An investment in knowledge always pays the best interest.*"

2. **Vogue does not equal value.**

Choose for knowledge, not because the book is popular.

3. **Choose books like friends—ones that will mold our character for God.**

Take the time to get to know them before you bring them home.

4. **Reading great books is a learned habit.**

We should not search for certain books just because we like the style.

5. **The true classic...**

- a. Is written by a Godly author of worth and distinction.
- b. Causes mankind to advance a step.
- c. Has original thoughts, convictions, and style, causing the characters to "come to life." Teaches — not merely entertains.
- d. Upholds the best conduct and character.
- e. Exemplifies beautiful, orderly, symmetrical, and proportionate writing.

Perhaps it's obvious, but...

6. **Do not read...**

- a. Books that quench faith in God and his institutions (such as marriage, the home, truth, natural law, etc.).
- b. Books that promote immorality.
- c. Books that encourage flaunting of sin.
- d. Frivolous books.

7. **Read Phil. 4:8**

*(Loosely based on reading from **I Love Books** by John Snyder, pages 151-186)*





PRINCIPLES TO GUIDE WHAT WE WATCH

Television has been part of our culture and society for over 50 years. Today, many serious parents are questioning its impact. Some see it as having some limited value, as long as it is monitored and limited, while others perceive it as a negative influence and exclude it altogether.

In our lifetime we have seen a definite shift in programming to include values and behaviors that are outside the conservative Christian boundaries. At the same time, efforts have been made by some groups to create new programming that reflects conservative views. **It is each family's decision and likely an important one**, whether or not to limit or eliminate this powerful medium from their homeschool and home environment.

It is certain that young minds are impressionable and, to some extent, like a computer in the sense that calculations and decisions are based on the information entered. The truism about computers, "**Garbage in, garbage out**", is only partly true in respect to humans. We are able to sort and weigh information and to judge good and bad, using value systems, concepts, experience, and intellect. What is also certain and provable by statistics is that an **out of balance input gives way to an out of balance output**. Children brought up in families with no moral standards or no ethical standards are more likely to make unethical and immoral decisions in their lives.

What we watch on television, what we read, and with whom we associate are important factors in molding our character. If your goal is the finest character for your child, guard what goes into his or her mind. If your desire is to give your children the finest education, expose them to the finest material. Evaluate every source and stream of ideas carefully and prayerfully.

One analogy that helps explain our job as parents in this dilemma is the concrete slab. Concrete, when fully cured, can bear great loads without failure. A good slab is only as good as the preparation of the soil or base under it, the attention and uniformity given to the pouring, and the time of curing. If you chose to expose this slab to great loads, like driving a truck on it, during any time of these phases, it would fail and probably leave permanent damage. However, after proper curing time the slab will withstand the load. Our children, **if they are nurtured and protected** during the curing phase, will be strong and able to face the harsh world in which we live.



At Moore Academy, we believe in setting the highest standards for the information that goes into children's minds. There is so much excellent material available in the form of true stories of real people and real events to guide and inspire, why waste time and brain cells on flights of fancy and amoral or immoral material?



Right Away

Phl 2:3 Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself.



All the Way

Col 3:23, 24 And whatever you do, do it heartily, as to the Lord and not to men, knowing that from the Lord you will receive the reward of the inheritance; for you serve the Lord Christ.



With a Happy Heart

Phl 2:14,15 Do all things without complaining and disputing, that you may become blameless and harmless, children of God without fault in the midst of a crooked and perverse generation, among whom you shine as lights in the world

Thank you for giving your child Moore!



Dr. Raymond & Dorothy Moore

Grandparents Of The Home-Schooling Movement

Founders of Moore Foundation & Moore Academy



MOORE ACADEMY

Leading The World In Family Education