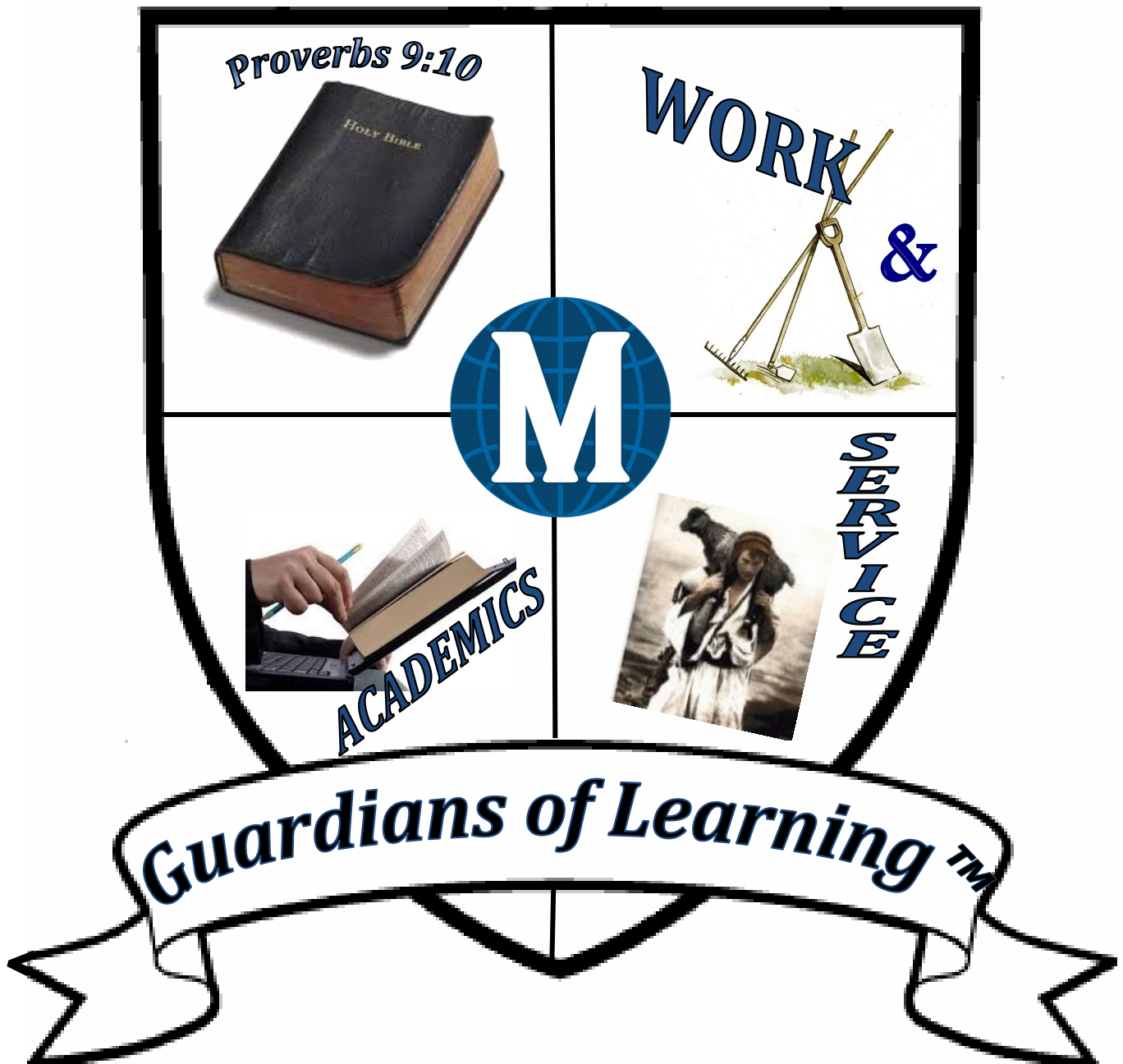


MOORE ACADEMY

Leading The World In Family Education

Grade 3 Premier Program



Student: **Student Name**



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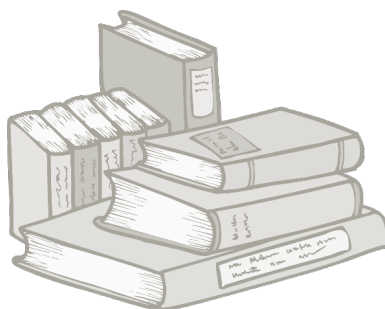


WELCOME

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 3 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.

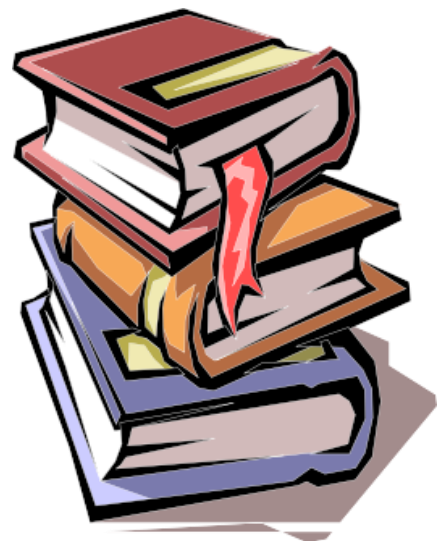
✓ **Another note on evaluations:**

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 totally complete all the work suggested. The time factor is best to be observed in that case, that being sufficient. Each subject should be about 20 minutes a day (Social Studies, Science, and Health 30 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 3

What To Do While Waiting For Books



Read the Bible, library books, others on hand.

Implement your student's home service program. It might be:

1. Teaching the student to make one meal a day, incorporating nutrition values, economy, and appetite appeal.
2. Teaching the student to help with family grocery shopping. Incorporate food values and difference in economy in packaged foods versus natural fresh foods. Teach 'guestimating' whether money in the pocket will pay for food in the shopping cart.
3. Taking charge of portions of the family laundry, folding clothes, etc., depending on the child's age.
4. Caring for younger siblings at specified times.
5. Putting the student in charge of the family corporation to find ways to save money. Electricity, garbage management (recycling), and water consumption are all areas to watch. Money saved could be split with the child, or put in a special account for a vacation fund.

Implement community service involvement. It could be:

1. Through your church in ministry to homeless, poor, or others in need.
2. Visiting a nearby care center on a regular basis and adopting a grandparent.
3. Volunteering at a service agency.
4. Helping a handicapped neighbor.

Encourage the student in personal business ventures. Possibilities are:

1. Making and selling handicrafts.
2. Making and selling bread or cookies.
3. Babysitting (in your home and under your watchful eye).
4. Helping you with your home business (cleaning office with you, for example).

See ***The Successful Homeschool Family Handbook*** for other ideas!

Pray daily for wisdom as you begin true homeschooling rather than school at home.

Be patient with yourself.

It takes time to turn wonderful philosophies into practical realities.



WHAT TO DO WHEN BOOKS ARRIVE

Breaking from textbooks: A Guide for families

Pray!

This is the best advice we can give you. Do this first, before even reading the rest of this page.

The Holy Spirit is the best teacher of all!

Open Your Package

As soon as you get your books, allow the children to peek, handle, and ooh and aah. Then put all or most of the resource Science and Social Studies type books away. If they sit down and read them all immediately, you will have nothing special on hand when you need it. Keep a 'to-get-later' list in the catalog for the later part of the school year.

Identify the Subject Each Resource Book will Cover

Ask yourself some questions about each book. Is this a nature book? Categorize it as Science. Is this the story of someone who lived long ago? Then it is History. Is this a reader to be used in sequence for a beginning student or second grader? Yes, it's a reader, but it may also satisfy History or perhaps Science.

Put a slip of paper in each book if you need to, identifying it and including notes of how you think you would like to use it, and when.

Use them like Library Books when Doing Unit Studies

Peruse the books yourself, scanning to see what general topics are covered. Take notes if you need to. Notice whether you have several books covering the same type of material that could be tied together.

Bring out the books a few at a time for the highest interest. In this way, they will be fresh and interesting for the children to use.

It's Project Time!



Do Projects in Conjunction with Reading the Book

Projects are fun for everybody. They usually require less writing but do not eliminate that worthwhile pursuit altogether. Writing is a good tool to help the child develop important language skills and to help him or her remember what was learned; if you really want your child to retain information, though, encourage him or her to **do** or **make** something connected with that story or article.

Read the Book!

This is pretty obvious, but maybe we need to remind ourselves not to make education overly difficult. If the child can read, let him or her read the book or share the reading with him or her; if the child doesn't yet read, you read it aloud. Enjoy these sessions together. Your child has been learning from you this way from birth; that doesn't need to change suddenly with the advent of homeschool!

If the book is full of experiments, do them. Forget elaborate preparations; let your student help you find the materials. Other times you may want to encourage the student to prepare an experiment ahead of time, then demonstrate it to the rest of the family later (oral language experience!). Other children enjoy teaching a younger sibling how to do the experiment.

Discuss and Question the Material in the Book

You may feel this is a skill you don't possess. Don't despair, but seek to improve your abilities. In the meantime, after reading a passage or a chapter, use one of these tried and proven questions for a starter:

"What do you think this is talking about?" or "Can you think of anything you might ever do that would make use of this bit of information?" or "How does this story relate to other things we've studied in History (or Science, or whatever)?"

Don't worry if your children bring up other questions that seem to lead you away from your topic. Answer their questions, whether on the topic or not, and look for 'question material' in what they say. Finally, lead them back to the original question. Expect to come back to it several times before you begin to get the best in questions and answers.



Expect Some Children to Need Comments Before Questions

Some children are simply not ready for lots of questions; it makes them feel dumb and frustrated. If they've been in school for a while and are unaccustomed to really thinking and more acclimated to multiple-choice questions, you will need to ease them into this process.

In this case, an observation or two by you, followed by a question that doesn't demand an immediate answer, may work better to stimulate their thinking processes. Try an offhand question that you ask more of yourself, like an 'I wonder...' type question. Bring it up later at the table or while riding in the car and do some 'thinking out loud' so the students can hear you. Ask them what they think occasionally, especially if they don't offer any ideas voluntarily.

Pray!

***Use these ideas, but continue to pray for wisdom.
Expect great things to come from your heavenly Father.***





MOORE ACADEMY

Reporting Instructions

MONTHLY OVERVIEWS

Monthly Overviews cover only one month at a time, whereas Subject Report Forms cover a quarter (*four, 9-week periods*).

Monthly Overviews are to be emailed each month to your consultant, and Cc to the office at MooreAcademyHomeSchooling@gmail.com. They are for your protection as well as for our Records.

Each Monthly Overview is read by your consultant. This is her way to ascertain if there are any problems. If there are not, she will basically respond with a comment or two.

QUARTERLY REPORTS

Subject Reporting Forms are used **Quarterly**, and you will receive one set of Subject Forms. Make 4 copies of each, for your four quarters. These subjects are: **Bible; History; English** (which encompasses literature, language, grammar, and vocabulary); **Second Language** (if applicable); **Math; Science; Keyboarding; Music; Art; Physical Education; Work Education;** and **Service Education.** *Be sure to print them off correctly. If they come out overlapping, it is your printer and not the copy sent. Be sure to fix that before using these forms.*

You will note there are several areas to be filled in. It is important that the **heading blanks** be complete and detailed.

The **correlated activities blanks** serve as suggestion as well as your opportunity to tell your consultant more about you. *Not all are required* but are listed to inspire your thinking beyond traditional texts and workbooks.

Concepts or Topics Section: Students can either write in chapter headings for some subjects, or concepts that stood out. The areas of study need to be written down in some manner.

Each **Subject Reporting Form MUST** be **STAPLED** to the corresponding subject matter that is to be sent by **snail mail** to the Consultant **each quarter - NO PAPER CLIPS!**

All the subjects need to be **placed in the same order as each subject is addressed in the Curriculum Guide.**

Work is not returned so copies of written work is best if you want to keep the students' work. Please print off each Evaluation to keep in your personal files. It would be wise also to keep a copy in your computer documents. These are the only copies you will receive. If you personally want another copy, then just copy the Evaluation sent to you. Photos and special work the student has completed such as awesome charts or maps, may be sent by email at the same time you send your paper copies through snail mail.

PREPARING FOR QUARTERLY REPORTING & EVALUATION TIME

The student would be wise to keep all paper work for each subject in separate folders. That way at the end of each quarter he can pull his work, and attach the proper Subject Reporting Form. The folders would not be sent, just the copies of the paper work completed that quarter.

Your consultant wants to see all of the work completed except for the many math pages. For math, please submit the paper results for all **reviews, tests, or printouts**. For text book math, a **composite of the daily work** is needed along with several of the **last lessons completed**.

EXCEPT MATH, ALL SUBMITTED WORK IS TO BE TYPED, TIMES NEW ROMAN FONT, DOUBLE-SPACED, 12 PT

Besides all the written work, some students like to send the following. They are not required however, unless specifically asked for.

- Copies of photographs that have a couple of sentences describing what it is.
- Video tapes and pictures are ok by email.
- Special correlated Art work can be returned if requested when submitted with postage.
- For subjects like PE, Work, Service, it works nicely if the student fills in a calendar page each month to submit. Brochures of places you have visited on field trips are helpful but don't count at samples of work.

PLEASE NOTE THE FOLLOWING INSTRUCTIONS:

Monthly Overviews:

Email every month to your Consultant, and Cc to the office at MooreAcademyHomeSchooling@gmail.com.

Quarterly Reports:

Subject Report Forms are to be snail mailed every quarter to your Consultant, not the office.

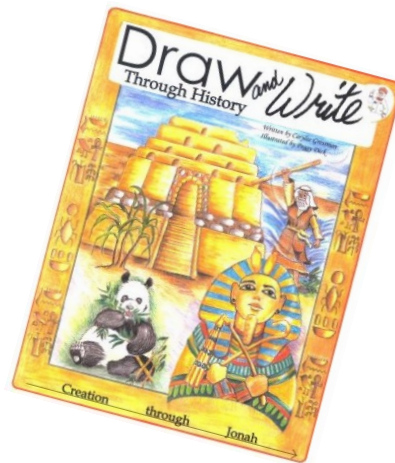


BIBLE/WORSHIP

Suggested Resources: *Bible*; Devotional of choice; *Draw and Write Through History: Creation to Jonah*

Concepts and Activities: Daily worship and the study of God’s word, providing the student with the necessary tools to become a God-directed learner and follow the path God has provided for him or her.

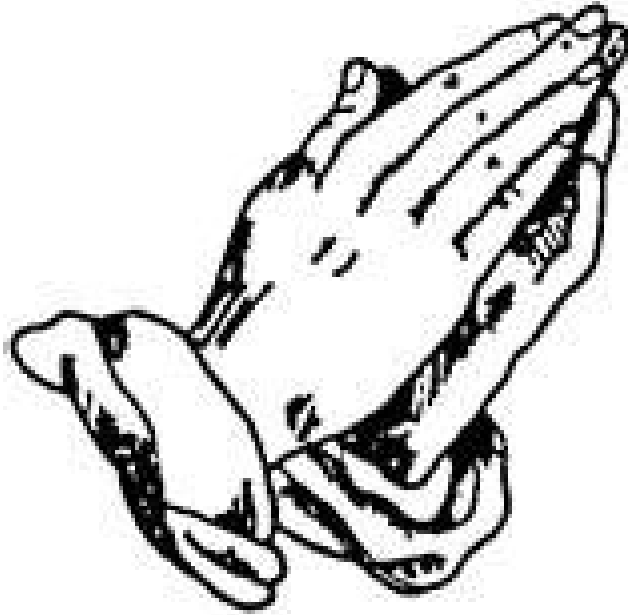
Samples for Evaluation time: Journal pages



The student and parent can work on the chosen devotional during worship time each day. It is encouraged for the student to begin a journal (see the Reference Section of this manual for pages on keeping a Bible Journal) and recording thoughts and ideas generated during this worship time.

The Scripture Memorization plan is on pages 11-13 of the Reference Guide. **“Journaling”** is described on pages 6-7 of the Reference Guide; keeping a Bible Journal is just one kind of journal. Read this section and determine if this is something that would help you as a student become more in tune with God’s Word by putting his or her personal thoughts on paper. Read **Digging in the Word** on pages 8-10.





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



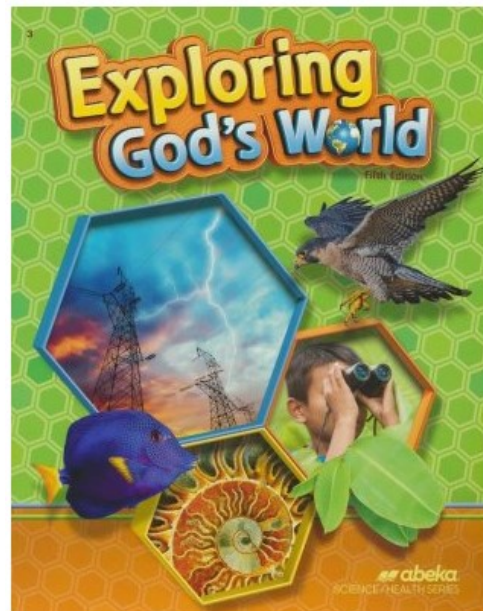
SCIENCE
FIRST QUARTER

Exploring God's World

Pages 1-45

Because this book is Creation-based, everything about it can be used for Bible as well. There are a few Bible texts which can be used as Memory Verses. The answers to the **Comprehension Checks** should be written on a separate piece of paper to be turned in at reporting times at the end of each quarter. There are experiments in this text, as well, and these are a hands-on approach to determine what your child has retained from their reading. Record the steps and the outcome of each of these for reporting times.

Take your time so that your student may get the most out of what they are learning with this text; most importantly, enjoy the learning gained from the study of this book!





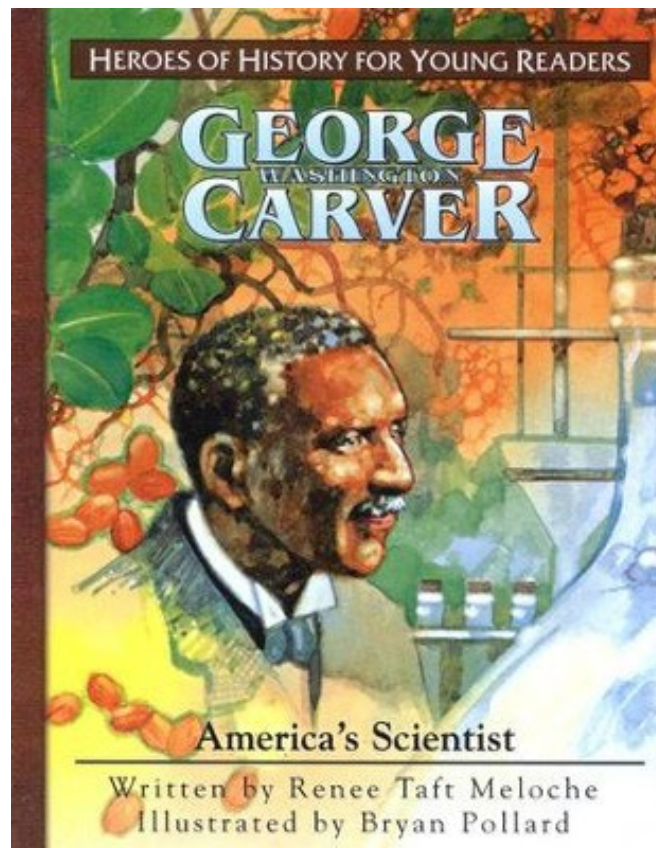
READING IS FUN!



George Washington Carver, America's Scientist

Answer the following questions:

1. In what state was George Washington Carver born? What state did he move to go to high school? Where did he go to college?
2. What was George's nickname? List the 8 things that George made with peanuts that nobody had thought of before.
3. What famous inventor asked George to work for him?
4. What crop were people planting before George convinced them to begin planting peanuts?





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 24 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.



HEALTH & PHYSICAL EDUCATION

Health & Physical Education are a required correlated subject/activity in all schools.

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: DVD's, photos, anything that has activities noted



For **Physical Education**, 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.



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.



See pages 21 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: Best Of Sewing Machine Fun For Kids, and 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, 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 14-17 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 Its Time

For

4th

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.



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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)*



Whatever Things
are TRUE
HONORABLE
JUST
PURE
of LOVELY
GOOD REPORT
if there is any virtue,
and if there is any praise,
THINK ABOUT
These Things
PHILIPPIANS 4:8



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