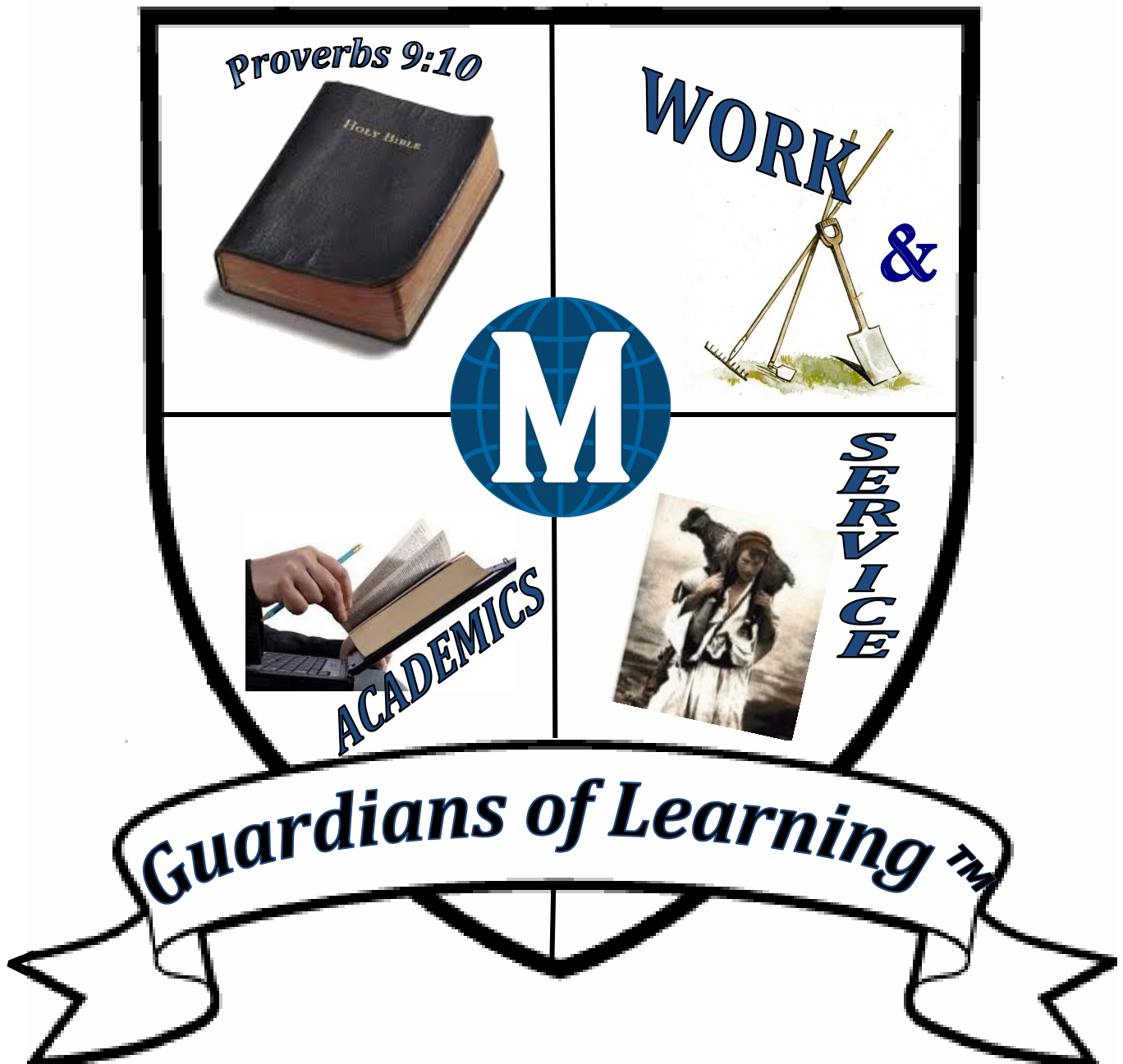


# MOORE ACADEMY

Leading The World In Family Education

## Grade 6 Premier Program



Student: Student Name



LEADING THE WORLD IN FAMILY EDUCATION

## **Moore Academy**

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**Hayden, ID 83835**

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Published by Moore Academy

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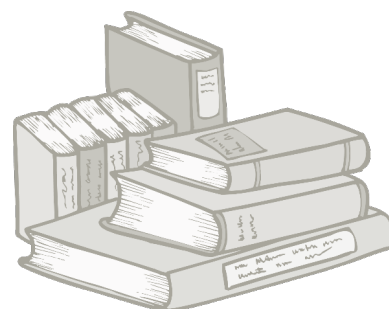


## ***Welcome To Moore Academy***

*Welcome to Moore Academy's Full Service Premier Program, created for Seventh-day Adventist students. You have chosen a Bible based/Spirit Of Prophecy education with all subject matter required for a credible High School transcript and diploma. This program is designed to prepare your child for the soon return of Jesus.*

### ***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. If there are problems with links contact your consultant.



### ***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 and if there is a need for any changes or clarification contact your consultant.



### ***NOTE:***

***Before you begin this program, please read through the Reference Guide section. This will answer many questions you may have while completing the required work.***



Dear Friend,

The **SECOND YEAR**, or Grade 6 level of a two-year plan, called the **Intro Pre - Premier Program** is designed to complete and compliment the first year of this two-year plan.

### **How will your studies unfold?**

For students planning to complete their elementary school years with the Moore Academy, a two-year **World History and Geography** program is offered in Grades 5 & 6, providing an introduction to the world around them at a more mature level than before. This Grade 6 guide includes Part II of this program. If you did not take the course for Grade 5, we can send that to you so you will have the complete course of study.

**Reading and language** material at the student's level are suggested in the guide; however, the parent needs to remember that we expect them to choose from all the suggestions only what the student is **able to accomplish**. At these grade levels, often the student is just finding him- or herself in the academic area. For some this program will be easy and for others it could be a struggle. Nevertheless, it will give the student a taste for moving on in his or her education and out of the earlier, less organized methods. This does not mean that the student should still not be free to examine, discuss, and be creative with his or her education. **The program lends itself to this end.**

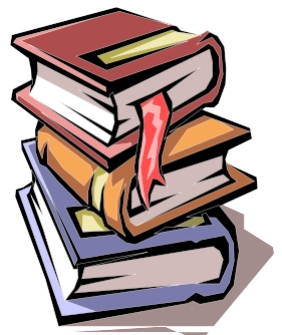
The **Bible study** for Grade 6 is an extension of the Grade 5 program at this level. It covers SDA theology in terms that a student understands and thoroughly enjoys.

Included in the Grade 6 program is **Natural Science**, geared to this age level.

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

## **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.



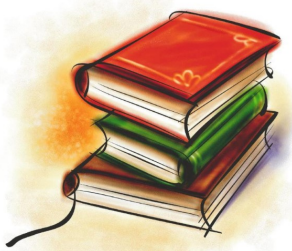


## **ACADEMIC STUDIES**

The following is your list of subjects with the accompanying Guides. Mathematics and science texts provide answer keys that you will need to purchase in order to ascertain student progress. As for Bible, English, and history, there are no fill in the blanks, true or false, or multiple choice questions. **We recommend checking Amazon or EBay for used copies of the needed texts before purchasing new.** Real study, with long lasting recall is ascertained with thorough reading, research activities, report writing, discussion, and presentations. Grades should be decided based on the results gained through these methods. It is the process of study that provides the best results. Nevertheless, each student will achieve at a different level. Some students may want to go beyond the assignments and do further research, 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 40 minutes a day, making the total academic time no more than a total of 3 1/2 hours. Any Electives or subjects such as Home Economics; Home Management; 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.

Evaluations are more than just an overview for credit purposes; it is a time for reflection, correction, and discussion of what the student has researched and written in connection with the content subjects.

# ***WELCOME***



***to the  
Grade 6***



# ***Premier Program***

## 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](mailto:MooreAcademyHomeSchooling@gmail.com).

#### **Quarterly Reports:**

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



## ***BIBLE***

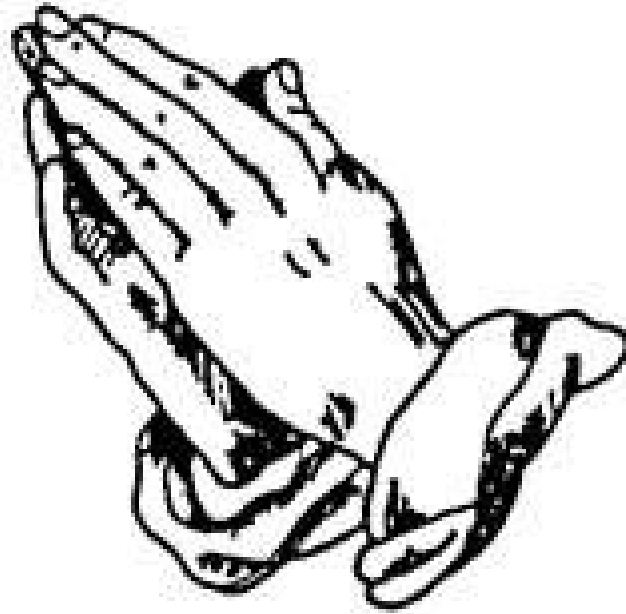
**Suggested Resources:** *Bible; Margie Asks Why; Michael Asks Why; Stories of my Grandmother; Pilgrims Progress* (check with Amazon for each book)

**Concepts and Activities:** Answers to some spiritual questions most often asked of students and even adults; reporting (language skills in practice)

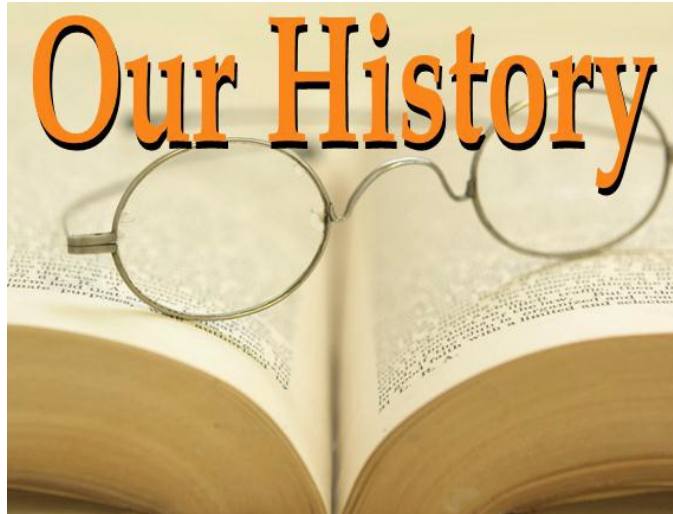
**Samples for Evaluation time:** Journal pages



The Scripture Memorization plan is on pages 13-15 of the Reference Guide. "Journaling" is described on pages 3-4 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 and "Growing in Faith" on pages 11-12 of the Reference Guide.



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



*As we study the facts of history*

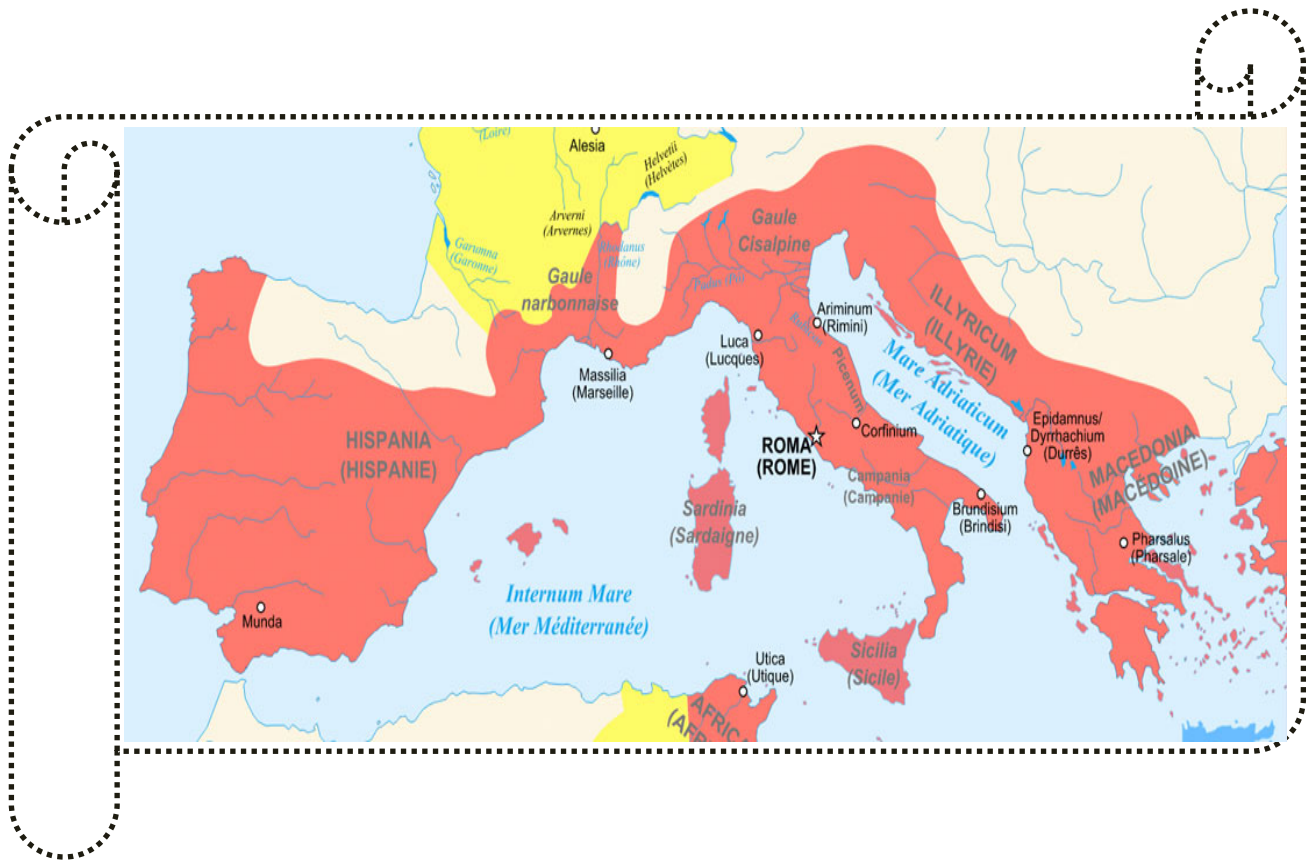
*alongside the revealed truth in the Bible,*

*we can see Gods providential hand,*

*guiding all of its events.*

**Projects and Art Activities (Do as many or as few as you wish – crafts, art, ingenuity, and imagination)**

1. Draw a map of Rome. Note the map shown on the first page of the chapter. Check a map of the world so you can see where this section of the world is and how very small it is in comparison to the rest of the world.
2. Prepare a chart on which you show **Life in Rome**. On the chart you would include headings such as: **Clothing, Education, Homes**. Add pictures to your chart to show some of the things written on the chart.
3. Make a **scroll** on which you write down all the accomplishments of the Roman Empire.
4. Just like the USA has a specific outline of service within the government structure, Rome also had its government structure. Draw a **picture** to show.





**Projects and Art Activities (do as many or as few as you wish – crafts, art, ingenuity, and imagination)**

1. On a blank world map, draw both Western and Eastern portion of Russia.
2. On a blank world map, draw what is called “The Land Down Under”. Research and make a list of all the different animals that live in Australia. Draw as many of them as you can and place on a large blank map of Australia.
3. On another map of Australia, draw the Great Barrier Reef off the coast and on land show where the three major land regions are. Place some of the major cities on the map as well.
4. Spend time studying and looking at all the various maps at the end of your textbook. They are full of wonderful information.





**The following are your**

**English literature assignments**

**by quarter:**



# KEYBOARDING

**Keyboarding is an *OPTIONAL* subject only - it is not a required course at this level**

**Books and Resources Used:** For just **Keyboarding** Moore Academy suggests either *Mavis Beacon* or *Typing Instructor*

**Topics or Concepts to be covered:** typing skills

*Keyboarding is a cumulative skill, so a student who has been practicing this for several years will have an advantage over the student who has not had as much practice. Since keyboarding is obviously much faster than handwriting, some reports may be done on the computer - this can be considered part of the practice work needed for this subject. At this stage, we at Moore Academy recommend paying more attention to technique and accuracy than speed - the wpm will be important later, at the high school level.*

**Samples for evaluations:** sample work

*Did you know that the first computer was probably the abacus?*

*Another method of calculating was quipu (or khipu) - used by Incas and other ancient Andean cultures...Look it up!*





## ***MUSIC***

**Books and Resources Used:** *choice of the parent and child*

**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, singing, and/or using a musical instrument. Some students are more musically inclined than others and all effort should be put forth to enable them to grow in this field. This is a parental responsibility.



See pages 26 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.



## ***ART***

**Books and Resources Used:** There are usually many opportunities to correlate art activities with the content subjects such as Bible, History, and Science. Those are acceptable for grades. Nevertheless, for those who want to learn art techniques at this grade level, there are many good resources you can find online. Just google. There are many “hits” for various types of art work.

**Topics or Concepts to be covered:** different art media, techniques, etc. Hands-on work as well as making observations of real art and techniques, etc

**Samples for evaluation:** any samples of work done

All students should be introduced to the many facets of art. This could be through pen and pencil, paints, photography, hand work, etc. Moore Academy strives to provide many opportunities through the academic process to provide this opportunity. For the obviously talented student, outside opportunities should be sought out as well.





## ***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 23 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, 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 pages 16-19 of the Reference Guide.

## **CONCLUSION**

*As Grade 6 comes to a conclusion, you will no doubt be thinking about the next school year, and Grade 7.*

*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 led you deeper in God's word and closer to him.*

*May God 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  
GRADE 7***







# *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)*





## 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*