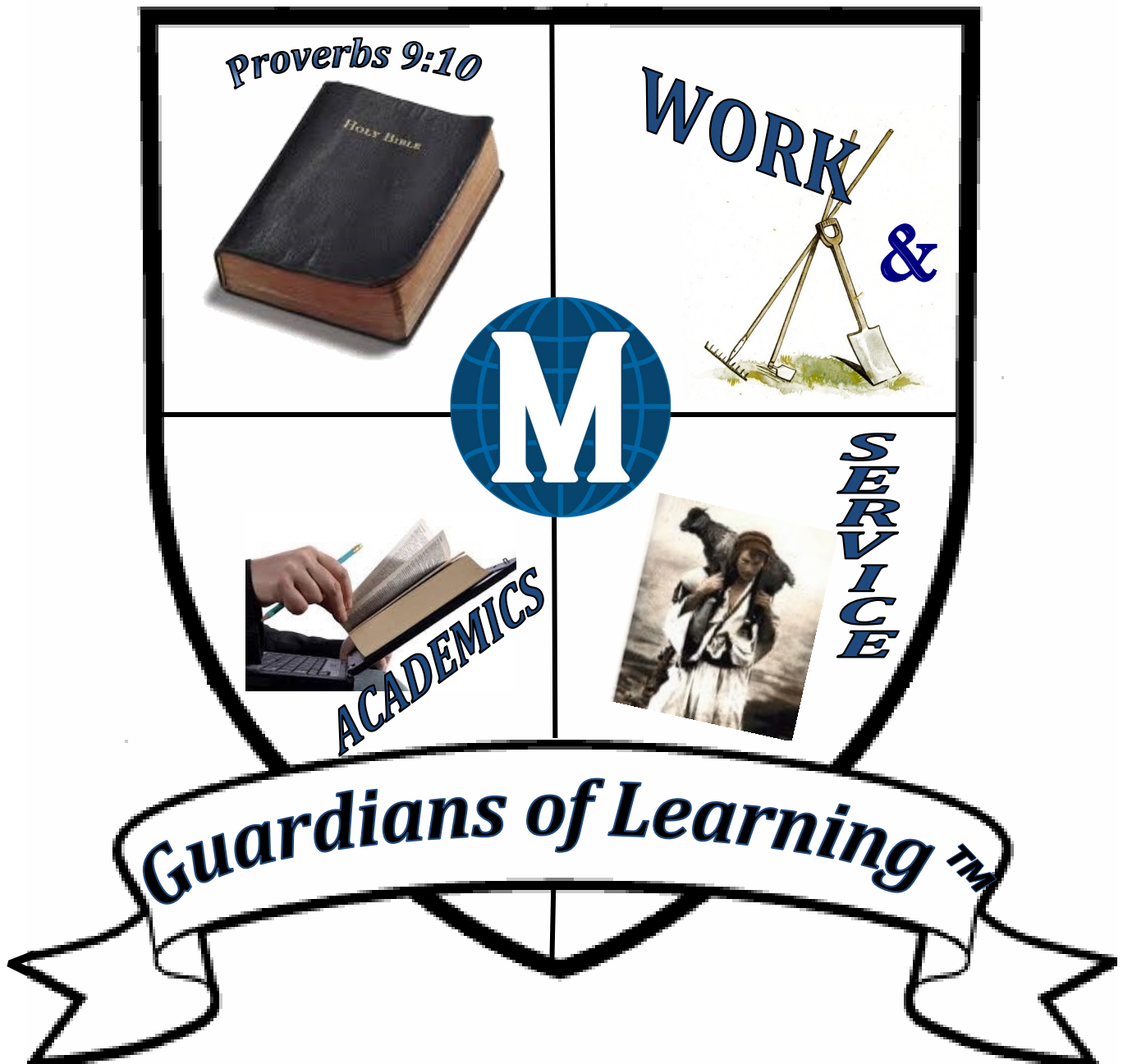


# MOORE ACADEMY

Leading The World In Family Education

## Grade 7

# Premier Program



Student: **Student Name**



LEADING THE WORLD IN FAMILY EDUCATION

## **Moore Academy**

**PO Box 2185**

**Hayden, ID 83835**

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Published by Moore Academy

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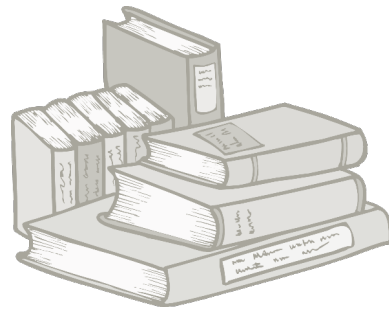
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# **WELCOME**

*Welcome to the Moore Academy's Full Service Premier Program, created for Seventh-day Adventist students. You have chosen a Bible based/SOP education with all subject matter required for a credible High School transcript and diploma.*

## **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**

The Consultant assigned to you will be available throughout the year for consultation 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,



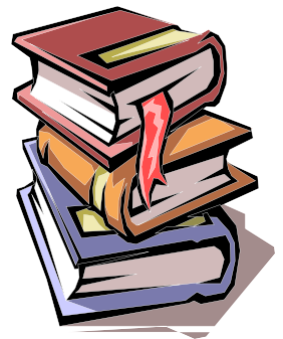
The *FIRST YEAR* of a two-year plan, called the Junior High Premier Program is designed to fill in the many informational gaps that the student may have missed in his earlier years of study. This program will also prepare the student for the Moore Academy High School Premier Program.

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

**For students planning to complete their high school years with the Moore Academy, a two year American History program is offered in Grades 7/8, providing an American History credit for high school. Along with this, the student will also complete a General Knowledge Program of various studies often bypassed in elementary school. This will provide the student with a fund of knowledge that will put him ahead of the average adult. Even parents love this program! In English, the students will be reading stories of famous Americans to correlate with their history studies. Also included in this two year program is a special Science study that will bring the student into an advanced understanding of Planet Earth.**

## **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.*



- ✓ **Keep a folder** for each subject, and file all completed paper work (this includes rough drafts as well as final copies). You would need these for your own records. Also, it will help you be prepared for **evaluations**, as you will have the necessary documents. Also keep a calendar of all work and service projects as well as days and hours your student has done school work. For evaluation purposes, reports can only be assessed for the current year. You will have received reporting forms you need from the office with your welcome letter.

## **ACADEMIC STUDIES**

The following is your list of subjects with the accompanying Guides. Note that for Bible, English, and history, there are no fill in the blanks, true or false, or multiple choice questions. Real study, with long lasting recall is ascertained through 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 30-40 minutes a day, making the total academic time no more than a total of 3-4 hours. 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.

# ***WELCOME***

***to the***

## ***Junior High***

# ***PREMIER PROGRAM***

## ***Grade 7***



# **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***

(Class period should be an average of 30 minutes a day for 180 school days)

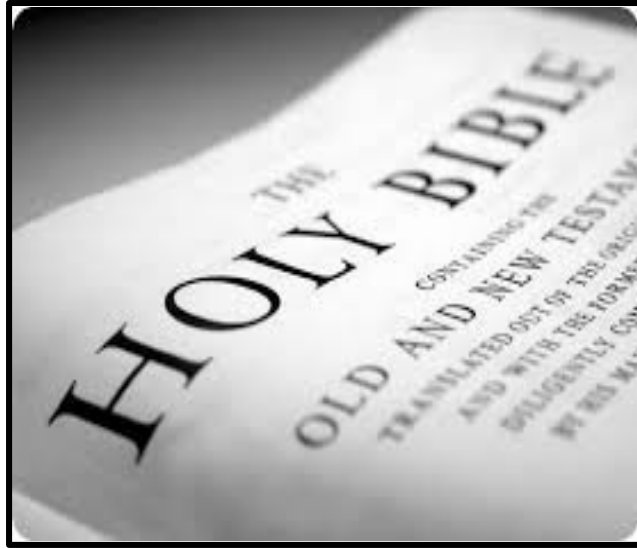
**Books and Resources Used:** *Christ in His Sanctuary* by EG White; *Christ's Sanctuary* by Mark Trethewey with syllabus by the Moore Academy

**Topics or Concepts to be covered:** A detailed story of what Jesus is doing in the Sanctuary; build a model Sanctuary

**Samples to keep for your records:** answers to all questions supplied in the book



**The Scripture Memorization plan** is on pages 43-44 of the Reference Guide. **“Journaling”** is described on pages 7-8 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 11-14 and **“Growing in Faith”** on pages 41-42 of the Reference Guide.



***May God richly bless you as you embark along this exciting journey through God's  
inspired book.***

***It is His personal gift to you.***

## FIRST QUARTER



### **CHRIST IN HIS SANCTUARY**

Pages 3 – 39 cover the following:

- *The Sanctuary Truth*
- *Christ in the Sacrificial System*
- *The Heavenly Sanctuary in Miniature*

#### **Assignment:**

Read the text and answer **all** the questions at the end of **each** chapter in sentence format.



## SECOND QUARTER



### **CHRIST IN HIS SANCTUARY**

Pages 40 – 78 cover the following:

- *The Gospel in Type and Antitype*
- *The Judgement Message Stirs America*
- *Daniel 8:14 and Steps in God's Mysterious Leadings*

### **Assignment:**

Read the text and answer **all** the questions at the end of **each** chapter in sentence format.

*“And He said unto me, unto two thousand and three hundred days; then shall the sanctuary be cleansed.”*  
- Daniel 8:14



## CHAPTER 4

1. Look at the map on **page 51** showing the immigrant distribution. You already have a map of the Thirteen Colonies. Make a map overlay showing this distribution.
2. Compare the religious freedom in the Thirteen Colonies with our freedoms today. Where in your Bible can you find prophecy to indicate that these freedoms will not always be ours to enjoy? Check Revelation 13 again.
3. Prepare a chart on which is listed all the different religious persuasions in the Thirteen Colonies and give one particular statement to show how each belief structure differs from the others.
4. Study the map on **page 55**. Put your book aside and have someone ask you questions concerning this map to see how much you can recall.
5. Explain the **Triangular Trade Route** in a short paragraph. Was this a good idea? Do you know of any trading practices that we use today that are similar? You may need to do outside research. Remember to use the Internet, people, and the library.



3. There are many famous people, male and female, that contributed greatly to the great cause of the Colonists and their fight for independence against Britain. **Patrick Henry**, **Thomas Paine**, **Nathan Hale**, and **Joseph Brant** are only a few. Using [www.google.com](http://www.google.com), find out what you can about each of these people beyond what is told in this text book and write a synopsis on each.
4. Although the Declaration of Independence had been drawn up and signed, battles still ensued throughout the Eastern states. It was not until the **Treaty of Paris** was drawn up did it seem clear that Britain finally accepted the 13 colonies were free and independent! Prepare a scroll on which you write the details and conditions of the Treaty of Paris. Be sure to roll it up and put a seal on it. **Make it look as authentic as possible.**

## CHAPTER 7

1. This chapter is most exciting and the information in it is vital for each American to learn. Therefore, rather than answer extra questions provided by the Moore Academy, be sure to read this chapter carefully with the intent to really learn how our great political system was ordained of God and put in place.





## ***GENERAL KNOWLEDGE ADVENTURES***

(Class period should be an average of 60 minutes a day for 180 school days or two 30 minute classes per day)

Never neglect time contemplating God in nature. ***Take time each day contemplating the wonders of God’s handiwork in the simple things all about you.*** Remember too, that even in the higher sciences, God is still there. He is the author of all true scientific knowledge. At The Moore Academy, we endeavor to provide all science programs with God as the foundation.

**Books and Resources Used: Gr. 7 *General Knowledge Adventures***

**Topics or Concepts to be covered:** a variety of “***general knowledge questions***” pertaining to science/history/geography in a Bible-centered program

**Samples to keep for your records:** all assigned work





## GENERAL KNOWLEDGE ADVENTURES

Occasionally students enroll with us at the High School level after being homeschooled all their lives. Some have holes or gaps in their education that will not be specifically addressed in high school, therefore it is up to a consultant or homeschooling parent/teacher to determine what the child really knows and fill in some of those blanks, hopefully before he gets to high school.

Most of the information one can get from the internet, or from one of the following books: *North America*, *South America*, *Map Skills for the United States*, *Geology*, *Oceanography*, *Astronomy*, *Explorers*, *Planet Earth*, *The Science Encyclopedia*, and *The Geography Encyclopedia*. These can be used as a part of the student's curriculum for Grades 7.

**The book list is not necessary in order to do this project. You will find almost all the information you need if you just google...**

Purchase a special notebook in which you can answer each of the following questions. Some can be answered in one word and others in one paragraph, and still others in essay format. Be sure that the simple answers are in complete sentences. In other words, **no one word or phrase answers**. Some students have opted to put all their work into a special scrapbook for posterity.

You will be making many drawings to show the information asked for. Be sure to label and color each map nicely. No sloppy work, ever.

When you have completed all these questions you will have a wonderful fund of knowledge that most adults do not have. None of it is trivia however. This is all knowledge you should have.

# ***HERE YOU GO...***





# Keyboarding

**Books and Resources Used:** *Mavis Beacon* or *Typing Instructor*.

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

**Samples to keep for your records:** sample work and wpm.

**You should be able to do 30+ wpm by the end of Grade 7**

*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!*





## *Physical Education*

(total of 1 full credit = an average of 40 minutes per day)

Physical Education is a required correlated subject/ activity in all schools.

**Suggestions of Activities:** Biking; rock climbing; swimming; and camping are all activities full of fun and good health.

**Personal Goals to Achieve:** work for strength and health



**Samples to keep for your records:** calendar pages; photos, DVDs.

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.

See pages 55-56 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 for the needs of others.

### **Suggestions of Activities:**

Profitable work projects or jobs that could be service related might be as follows: house cleaning; lawn work; dog walking; painting; gardening; harvesting; visiting the elderly; working at a soup kitchen; being an apprentice to learn a trade; starting a lawn service; etc.



*Like Jesus, home is where the student first learns to serve. However, **Service Education** does not stop there. With the Moore Academy homeschool program, our students make service and outreach program. Many students find this the foundation of their entire educational program. Doing for others can be a rewarding experience. Remember too, **what you do for others, you do for Jesus.** See page 47 of the Reference Guide.*



## ***IN CONCLUSION***

As **Grade 7** comes to a conclusion, you will no doubt be thinking about **Grade 8** and even **High School**. 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 GRADE 8***



# *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*