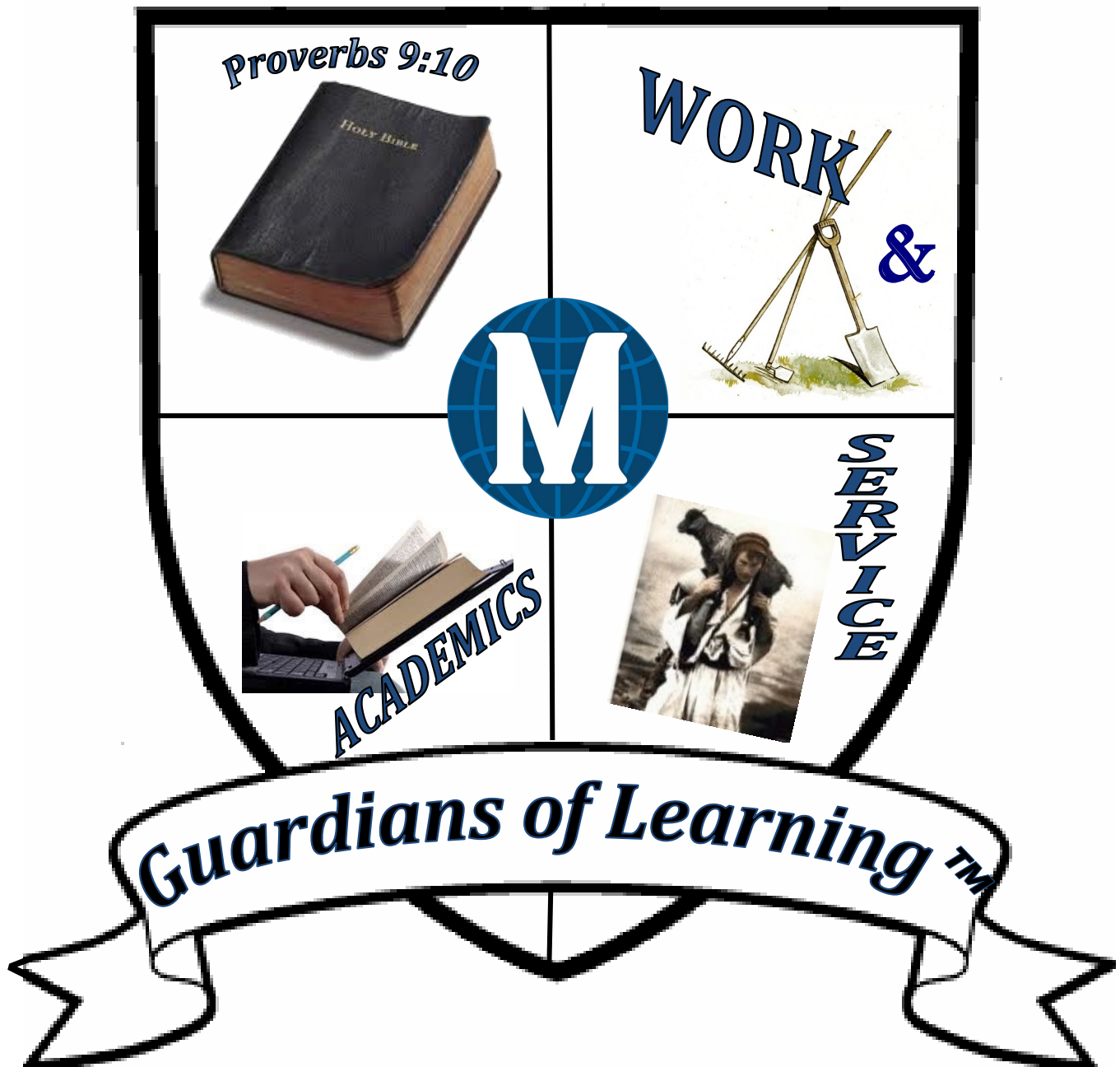


MOORE ACADEMY

Leading The World In Family Education

Grade 9 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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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/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,



This **SECOND 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 also prepares the student for the Moore Premier High School program.

How will your studies unfold?

For students planning to complete their high school program with the Moore Academy homeschool program, a two-year American History program is offered in Grades 7 & 8, providing an American History credit for high school. This program includes Part II of this program. Anyone who has purchased the Grade 8 Program, and wishes to purchase Part I, can do so through the office. It will not be sold on the website.

By now the student should have completed the **General Knowledge Program** for Grade 7. However, for those who have not completed this program, but are starting with the Grade 8 program, the **General Knowledge Program** can be purchased **through the office**. It is not offered on the website. Completion of this program provides the student with a fund of knowledge that will put him ahead of the average adult. Even parents love this program!

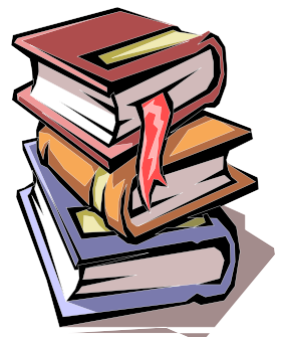
The Bible study for Grade 8 is unique in that it covers much SDA theology in terms that a student understands and thoroughly enjoys.

In English the student will be reading stories to correlate with their history and Science where possible.

Included in the Grade 8 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. At some time you may decide to purchase evaluations towards credits for a diploma. In that case, you may wish to follow the guidelines below.



MOORE ACADEMY



Grades 7-12 REPORTING INSTRUCTIONS

MONTHLY OVERVIEWS

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

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

Each **Monthly Overview** is read by the 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. **This is not Quarterly Evaluation time.**

QUARTERLY REPORTS

Because the **Subject Reporting Forms** are used **Quarterly**, you will receive one set of 12 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!**

The 12 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 EVALUATION TIME *(Quarterly)*

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 copies of the paper work** completed that quarter.

The Consultant wants to see **all of the work completed** except for the many math pages. For that subject, 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

OTHER ITEMS THAT COULD BE SENT AT EVALUATION TIME:

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

- a. Copies of photographs that have a couple of sentences describing what it is.
- b. Video tapes and pictures are ok by email but not written work.
- c. Special correlated Art work can be returned if requested when submitted with postage.
- d. 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 as samples of work.

All Monthly Overviews are to be emailed every month to your Consultant, and Cc to the office.

All Quarterly Subject Reports are to be snail mailed every quarter to your Consultant, not the office.

- ✓ **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, if you should later decide on **evaluations through the Moore Academy**, you will have the necessary documents. At that time you would have to contact the office for reporting forms, etc. 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.
- ✓ **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 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.

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**



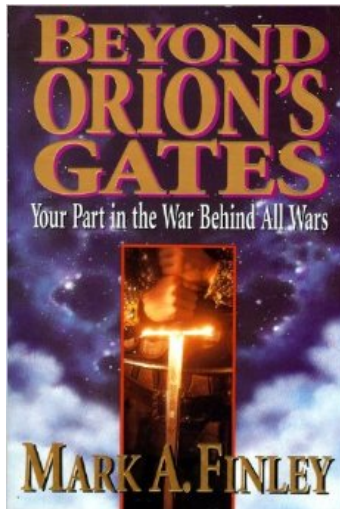
BIBLE

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

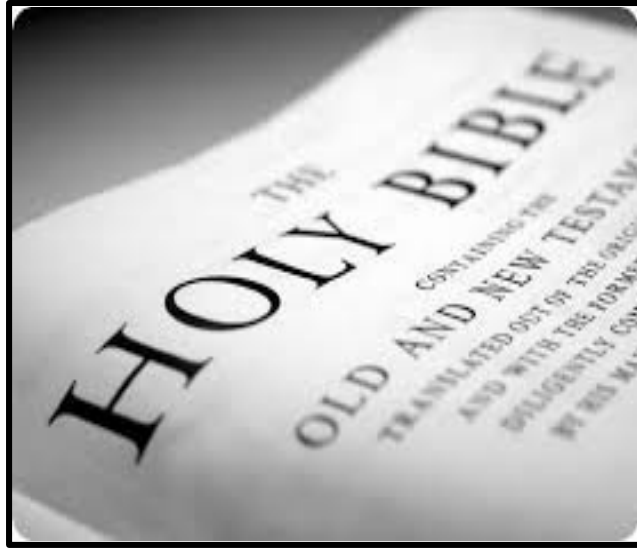
Books and Resources Used: *Beyond Orion's Gates* by Mark Finley with syllabus from the Moore Academy homeschool program

Topics or Concepts to be covered: a book written with teens in mind (a fun look at how war began in heaven, down through the ages, and then the **student's part in the war behind all wars**...strongly suggested reading for the mature grade 8 student)

Samples to keep for your records: answers to all questions in the books assigned



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.



*This picture shows a navy launch pulling up to the burning
USS West Virginia to rescue a sailor
- December 7, 1941 during the attack on Pearl Harbor -
(Photo provided by the US Navy)*

Chapter 23

1. Write a report on two of the following: **President Regan and what he accomplished in office, the advancement in Computer Science, the fall of the Soviet Union, moral decline in the 90's, and uprising by Chinese students in 1989.** Your text will supply enough history for you to see the decline in America's society both in moral values, and lack of a strong political government. How is it with America today? How do you stand amid the apparent downfall of America? What are you doing to uphold the standards set by God and our Founders of this great Nation? What does Revelation tell you about this great nation in end times?

You have now completed the second year of this two year course in American History. The student who completes this Grade 7/8 program, and continuous on to receive a final High School Diploma from Moore Academy, will receive his high school credit in American History.

NOTE

*History is the study of peoples and their interaction with each other and their environment over hundreds and/or thousands of years. We usually study history in sections under **times, events, places** or **peoples**. Because of this, we are able to correlate history with other subject areas such as Bible and literature. **This takes us back to the principles that govern what we read.** Our history programs endeavor not to glorify war but to help us understand why people do the things they do. If we can consider some of the events in history and learn by the mistakes of others, we will have studied with a true purpose.....*

EXPLORING PLANET EARTH



You hold in your hands the **Study Guide** supplied by Moore Academy to accompany the fascinating book, ***Exploring Planet Earth.***

Using the basic text ***Exploring Planet Earth,*** the students should be able to cover one chapter every two weeks. Occasionally you will be asked to spend longer on a chapter. With 20 chapters in the book, the student can complete this entire **unit of study** in one school year. Because there are many interesting charts, maps, projects, etc., to do for this program, you might consider planning to prepare a wonderful scrapbook for posterity. This study is going to be quite an adventure.

The subjects covered are within the scope of scientific truths mingled with some historic events with Biblical importance.

A Grade 8 student completing all the assignments in this doing unit could get credit for **Earth Science** for high school.

CHAPTER TWENTY

EXPLORING IN TODAY'S WORLD

History/Science

1. Try to find some ancient maps and compare to today's maps.
2. What does **terra incognita** mean?
3. We are told that today there is not one part of earth that is hidden, but exploration has not ceased. Is it possible that perhaps there is some teeny island somewhere that has not been discovered? What has mankind invented that makes him so sure every speck of earth is known to him?
4. Why does mankind keep exploring? Of what value is it? What is the latest discovery in space that recently took place?
5. If you were going to explore, where would it be? In space, under the ocean, at the tops of mountains, in the deepest caverns of earth, or in archeological digs? Using your imagination, what do you think you might discover?
6. Find someone who recalls when America first landed on the moon. Ask them how they felt about it?





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 35+ wpm by the end of Grade 8

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!





ART



Suggestions of Activities: The Pre-Premier Program provides many art opportunities within the content subjects, such as Bible, English, History, and Science. Art can also be expressed through photography, cooking, handwork, carpentry, decorating, etc. Check pages 55-56 of the Reference Guide for more information on **Art**.

Personal Goals to Achieve: Each student will see art from a different perspective. Even taking a walk in nature and observing the beauty, perfection, and detail of God's Creation could be considered an art activity. One's personal goal in art would be to be sure not to miss God's **ARTWORK**.



Sample to be submitted for

Documentation: Art work in any form, should be kept for evaluation and posterity.



PHYSICAL EDUCATION

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

Suggestions of Activities: Health studies, 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 homeschool program 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 homeschool program** does not promote competitive sports activities, but would prefer students to gain health and vigor through producing a garden, doing some landscaping, or outdoor manual labor. See pages 53-54 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 45 of the Reference Guide.*



IN CONCLUSION

As **Grade Eight** comes to a conclusion, you are now ready to move into the High School program. The only difference in how the program works is that now you are working toward specific credits each year to be transferred at the end of Grade 12 to a full transcript, and then your high school diploma.

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 HIGH SCHOOL!





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