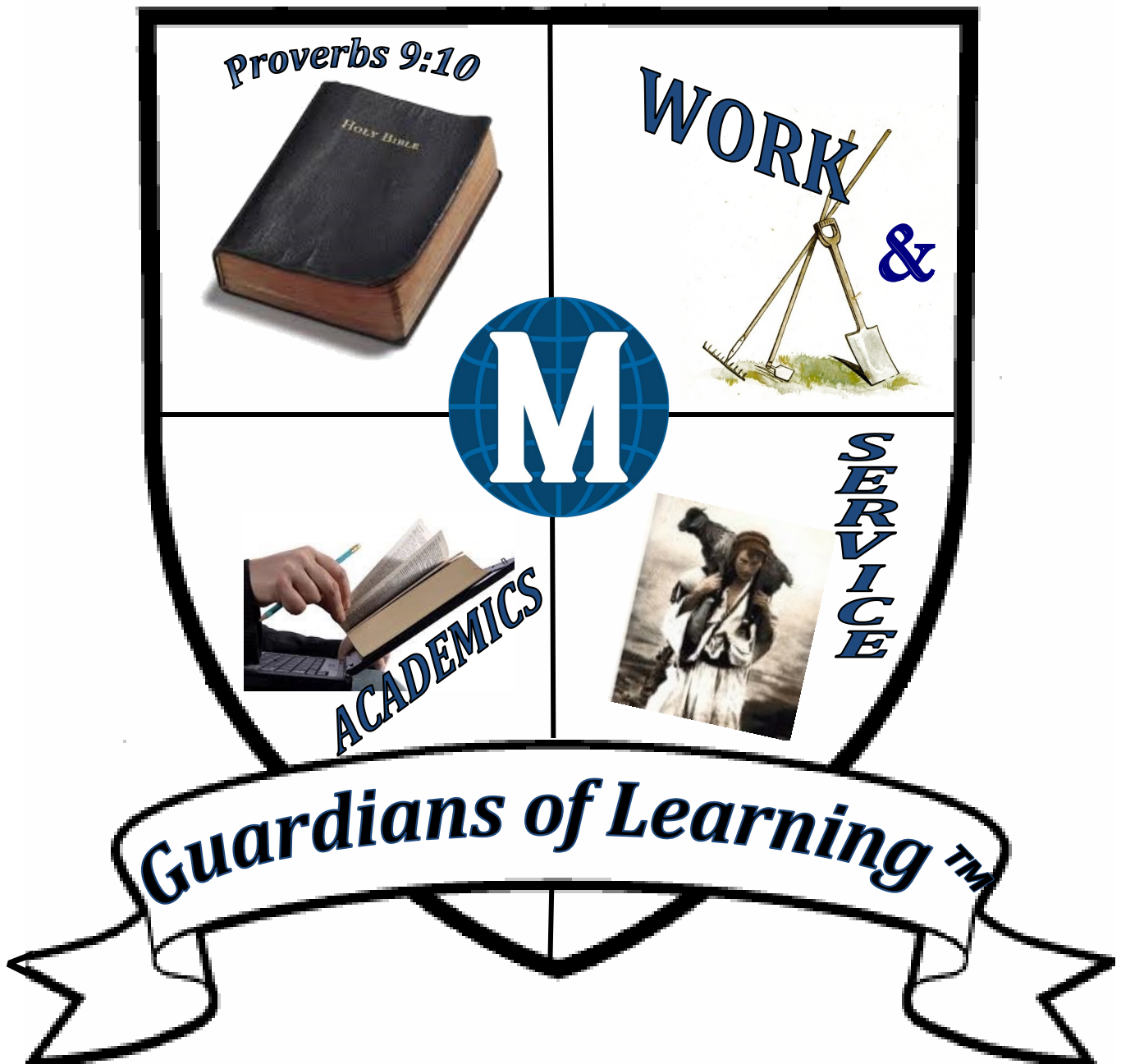


# MOORE ACADEMY

Leading The World In Family Education

## Grade 10 Premier Program



Student: Students Name



LEADING THE WORLD IN FAMILY EDUCATION

## **Moore Academy**

**PO Box 2185**

**Hayden, ID 83835**

**[www.MooreAcademy.org](http://www.MooreAcademy.org)**

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Published by Moore Academy

Written by

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**Educational Director of Moore Academy**

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Images from various sites on the Internet



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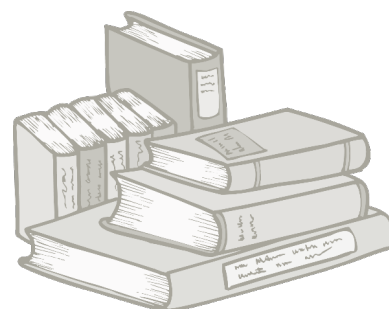


## ***Welcome To Moore Academy***

*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,*

*You have chosen to be part of a four-year plan, called the Premier Program. Starting with Grade 9 and moving through to Grade 12, your studies will bring you into a closer relationship with Jesus, as the big picture of our world's history unfolds.*

*How does this study unfold?*

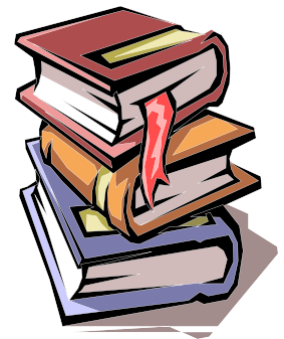
*Let's begin with some facts not usually considered; then move forward in this study.*

*All of history from creation, is centered in whom we worship, how we worship, and the results of that worship. Therefore your overview for all of high school will be "world history" as it has unfolded, showing the two paths mankind has taken; either the Kingdom of Light or the Kingdom of Darkness. You will begin by looking at God's original plan for mankind; then, how "paganism" was introduced and still flourishes today throughout the world. You will find that God has had, and still has, His faithful who have held to Truth throughout history, against much persecution.*

*As "world history" unfolds before you in the next four years, and while reading stories of great men in history, you will be studying God's intervention in the lives of mankind.*

## **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***

### ***High School***

#### ***Grade 10***

# ***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.





# **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.



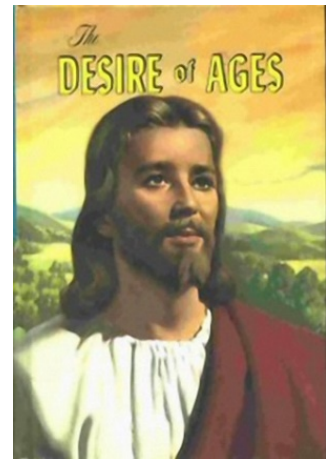
## ***BIBLE***

(One full credit = an average of 40 minutes a day for 180 school days)

**Books and Resources Used:** *Desire of Ages* - original text  
**ONLY** by E.G. White

**Topics or Concepts to be covered:** Research; Bible Study; Life of Christ Bible Study

**Samples to keep for your records:** All answers to the questions from the guide supplied



### ***DESIRE OF AGES***

Follow the instructions given for the reading of this wonderfully inspired book and receive all the joy that it can impart. The intention of the author of this book is to bring you to a closer and fuller relationship with God.

The student will move from chapter to chapter, by first reading the syllabus chapter. That is, reading the assignment for each chapter before actually reading the text. It will give the student greater purpose and direction in his or her reading.

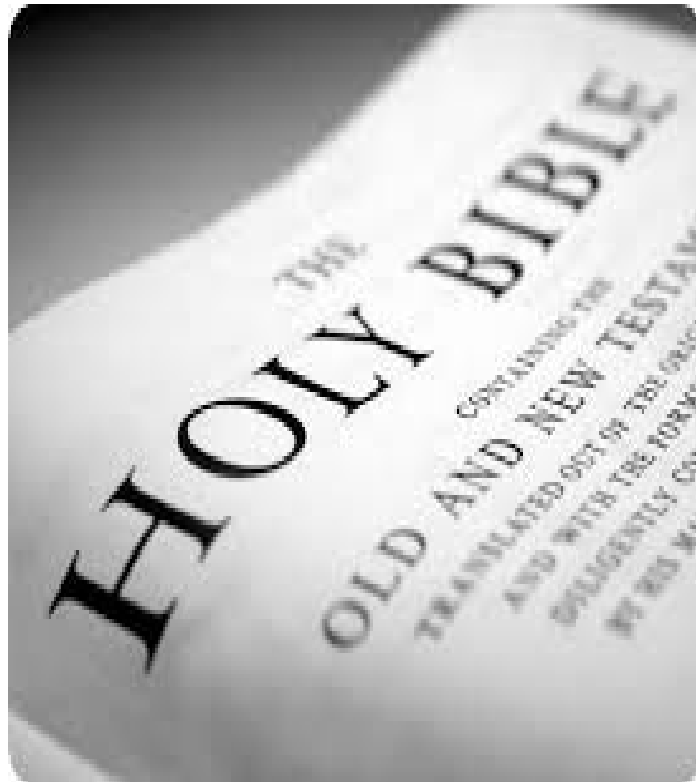
After reading first the '**syllabus chapter**' and then the text chapter, return to the syllabus and read it again, answering all the written questions and entering into discussion with others where possible. The student will note that many of the questions are in bunches and that each are expected to be answered that are within each grouping. It will take paragraph work, of course, and sometimes full reports.

Although there are 87 chapters in this book, it is expected the student will only complete 16 of them this year, along with the in-depth assignments. That works out to be a chapter every two weeks with a tad to spare, or 4 chapters per quarter. The first chapter might take three weeks, however. It is hoped with this detailed study of the first chapters of the *Desire of Ages*, it will inspire the student to complete the study on their own in the following years.

In the first chapter syllabus the student will encounter some **introductory concepts** that will be used throughout the entire book.

To obtain the maximum from this study, look up each biblical text. This takes extra time but even if the student knows the text, it will help to write these truths upon the heart. **It would be good to keep a list all the references in a separate notebook.**

The Scripture Memorization plan is on pages 45-46 of the Reference Guide. Journaling is described on pages 9-10 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 your personal thoughts on paper. Also read Digging in the Word on pages 13-16 and Growing in Faith on pages 43-44 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.***

### ***God in Science and in Nature***

1. We are told that the whole world was actually brighter for His coming. Enlarge upon this one statement.
2. When we hear about “*water for the thirsty*”, “*floods upon the dry ground*”, “*light in the darkness*”, and “*bright rays from the throne of God*”, we see all these as metaphors; however, is there possibly any aspect of these that could ever be literal?

### ***Personal Journal and Application.***

1. The Father sent His Son “*to meet the bitter conflict and a more fearful risk*”. What does that show you of the Father’s love for humanity? Does it give you a deeper desire to be all that God wants you to be?

**Use your *Journal* to answer this question. Do not just give a one word answer; give some prayerful thought as to all the implications of this great sacrifice and your response to it.**



***Personal Journal and Application.***

1. Please make some comment about what True Education is all about. How is your education a part of your lifestyle and your goals for this life and eternity?
2. In the same way Mary and Joseph took their eyes off Jesus at the Passover, how do we often take our eyes off of Jesus? What is the result?
3. Read the last four paragraphs of this chapter several times. Explain in several paragraphs the analogy drawn here. In other words, how is losing sight of Jesus during Passover, likened to our “losing” Jesus? Be sure to give a full explanation of this lesson presented.
- 4, Note also the last sentence. **Where** should we as Adventists be looking and praying besides at the cross? What is happening right now in the heavenly Sanctuary?







***Personal Journal and Application.***

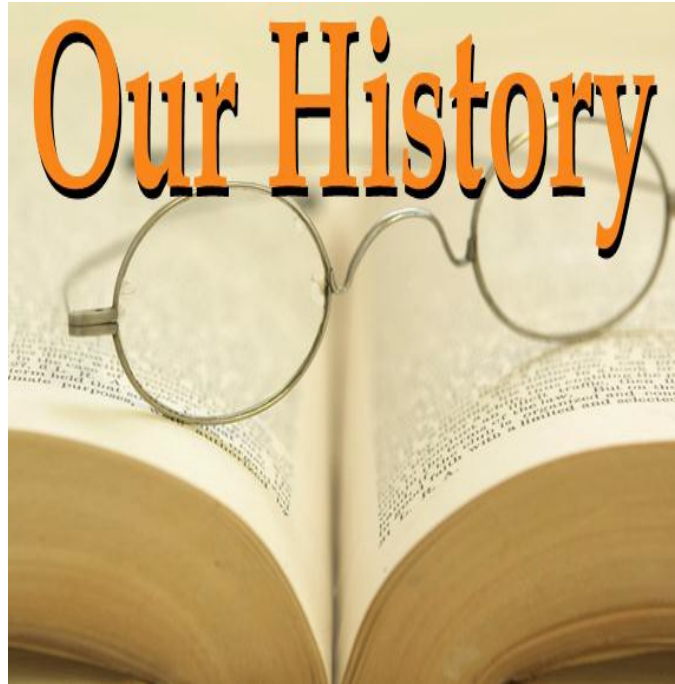
1. What is the “***true tabernacle***” and what does it mean to you personally?

***It is the desire of the Moore Academy that this study has been a special blessing to you.***

***It is also our hope that this study has given you a desire to continue in the reading of this inspirational book about Jesus, our Lord and Savior.***







*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.*

# Johann Gutenberg

## ...and the Printing Press



In the 1450s an older gentleman named Johann Gutenberg came up with the idea of a printing press. Johann was a German goldsmith and in his day books were very rare, and expensive. In order to create copies of a book people had to copy, by hand, the entire book. This process took a long time, and it was rare to find somebody that could read and write fluently.

Johann decided enough is enough and developed the first printing press. He learned to work with metal so that he could create letters out of it, which he called "type". Johann took these letters and placed them into a frame, which simply held all the letters in place to make up a page. This enabled much quicker and cheaper book printing, and in turn allowed those with less money and means to purchase books and become educated. Although this invention caught on like wildfire, he did not make all that much money from it.

The invention of the printing press by Johann Gutenberg was one of the most important inventions because it influenced humanity so much. Without this invention who knows where we would be! Johann made it possible for near anyone to get their hands on a book. His idea of moveable type was so ingenious, making presses much more versatile so that they would be able to take on many more jobs than just writing books.



## GUTENBERG'S PRINTING PRESS

PUBLISHED THE FIRST COMPLETE COPY

OF THE BIBLE

## SECOND QUARTER



### World History and Cultures: Chapter 13

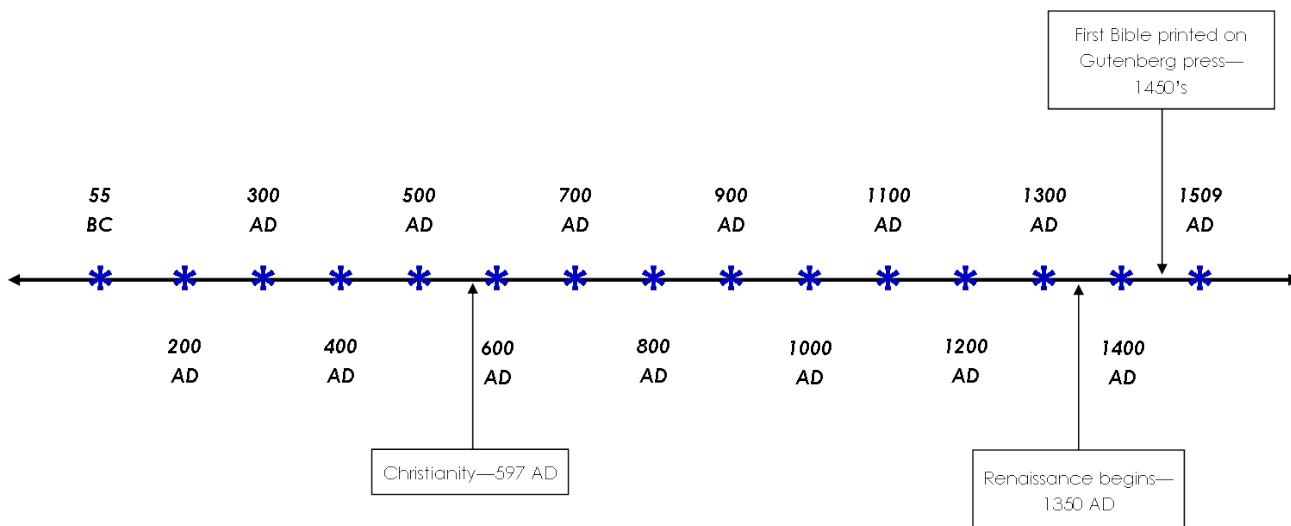
All answers should be written in paragraph format, with thoroughness of content.

#### CHAPTER 13

1. Explain how the rise of monarchies in Europe paved the way for modern civilizations? What were the pros and cons of this movement?
2. Prepare a timeline extending from **55BC** to **1509AD**. On it, you will put the dates and names of peoples and events, expressed in more than one or two words, to show the history of England. This is a big project, so it is expected to have interesting detail on it. You may include pictures and maps, etc. to make it interesting and appealing to look at.
3. Write a paragraph of explanation for each of the following: **Stonehenge**, **Alfred the Great**, the **Magna Carta**, the **Hundred Year's War**, and the **Line of Demarcation**.
4. **Leif Ericson**, **Marco Polo**, **Prince Henry the Navigator**, **Vasco DA Gama**, **Ponce de Leon**, **Balboa**, **Magellan**, **Cartier**, **Cabot**, and **Champlain** are all explorers that you should know about. For each of the above, write a paragraph explaining their expeditions.
5. If you have never studied about the **Mayans**, the **Incas**, and the **Aztecs**, now is the time. Write a paper telling what we know about these ancient civilizations in detail. You may wish to do some outside research. Who was **Pizzaro** and who was **Cortez**? Be sure to include them in this paper.

#### Great Controversy: Chapter 5 & 6

1. Read the chapter on Wycliffe for history. This reading will enhance your work in English as well. Chapter 6 will also give you a good introduction to Martin Luther.



## THIRD QUARTER



### *World History and Cultures: Chapters 14 & 15*

*All answers should be written in paragraph format, with thoroughness of content.*

#### CHAPTER 14

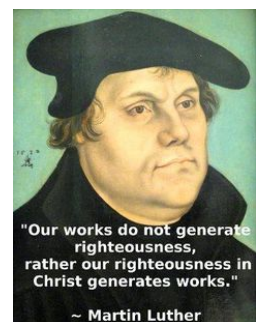
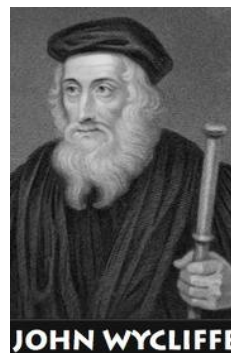
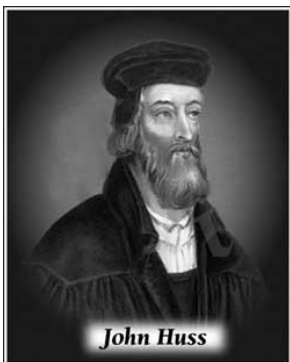
1. Explain the relationship of the following words or terms: **awakening, regeneration, revival, reformation, renaissance.**
2. Explain the similarities, differences, and definite relationships of the following religious groups: **Calvinists, Anabaptists, Mennonites, Amish, Quakers, Baptists, Methodists, and Seventh-day Adventists.**
3. See Chapter 14 Review. Read over the **Chapter Concepts**. In a brief manner, write out the answers to each question.

#### CHAPTER 15

1. Read through the Chapter Review. Can you define the words under the section **TERMS**? If you cannot, go back and look them up. Give the answers orally to a parent.
2. Choose four questions from the **Review Concepts**, and answer in complete and full form.

### Great Controversy: Chapter 6 – 10

1. How did Huss and Jerome have their place in the history of the church in relation to Wycliffe and Luther? What did Huss and Jerome accomplish in their lives? To what do we owe their lives of dedication to the truth?



## FOURTHQUARTER



### **World History and Cultures: Chapters 16, 17, & 18**

**All answers should be written in paragraph format, with thoroughness of content.**

#### **CHAPTER 16**

1. **Section 2 Review:** Choose four questions to answer.
2. Under **Chapter Concepts**, answer any five questions in written format.

#### **CHAPTER 17**

1. Write a shortened version of the history of Louis XIV of France, his personal life and the life of France under his rule. It should be only 1 1/2 pages. Add your personal thoughts about his reign.
2. Under **Chapter Concepts**, answer numbers 1 & 2 in written format.
3. Under **Places**, in **Chapter Review**, answer numbers 8, 9, 10, & 13. Under **Terms**, answer 1, 2, 6, 18, 22, & 26.

#### **CHAPTER 18**

1. What brought on the **English Civil War** and the rise of Cromwell?
2. In the 17<sup>th</sup> Century, what was the main difference between France and England?

#### **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.....*



## **Rod and Staff English Handbook**

This is a work text that the student could use for all four years of high school and have credit for four years in this subject. It is a high school level work text (although A Beka has it for Grade 7), and contains all the grammar and language skills required for high school. It is also a good work text to use for reference. For best results, it should be graded each day so the student understands his or her errors. It is suggested that the student only work for about 20 minutes perhaps three times a week, in this workbook. He or she will have much opportunity for the writing process throughout their four years of study. This book will teach or refresh the student in grammar and language skills, and can be used as reference material.



**The following are your**

**English literature assignments**

**By quarter:**



**EXTRA CREDIT: General Questions that could be used for any book a student reads.**

- a) What spiritual insights did you gain from the book or books read?
- b) If you had been the main character of this book, how would you have handled the opportunities and the adversities he or she encountered?
- c) Would you have liked to have been the main character of the book? Why or why not? Give specific reasons for your answers.
- d) Did you like the author's presentation of this story? Look at the format of this book. Was it unusual, interesting, boring, etc.? Did it grab your attention from the beginning? How did the story end? Was it with a bang, a surprise, with spiritual emphasis, or did it just die?
- e) Can you site word phrases, or any literary style that appealed to you? For reference, see the Reference Guide, pages 65-66.



## FOR ALL RESEARCH AND REPORT WRITING:

1. Always cite the reference used in your research for your report. You need at least three references for a good report.
2. Double-space your reports. This allows for edits and revision comments by any evaluator.
3. Attach your original outline and all rough drafts to the back of your final report. You should be graded on the development of your report.
4. Develop an introduction that clearly establishes what it is you will be presenting. Your closing paragraph should refer back to the introduction, typing it all together.
5. Add a title or cover page which includes the title, subject, date and your name.

## FOR COMPOSITION:

Everything written in Bible, history, English, science, etc. should be evaluated for writing style, content, sentence structure, punctuation, vocabulary, creativity, etc. and be filed away.

**Note:** Because many of the assignments in English require research into the cultures, history and geographic regions of peoples of different parts of the world, an extra half to full credit beyond English, (Global Studies) could be given when an exceptional job is done. There should be correlated studies for at least 10 different areas of the world. ***Global Studies does not take the place of World History.***

### **Final Thoughts**

At the high school level, it is possible to correlate research skills along with **literature and global studies** to broaden the student's knowledge of his world and to make his reading a more meaningful experience. Check pages 11-12 of the Reference Guide for guidelines to the principles on **reading choices**. Also see ***Creative Writing***, pages 3-4 of the Reference Guide.





# KEYBOARDING

(1/2 credit = an average of 20 minutes a day for 180 school days)

**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.

*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!*

**For credit purposes, it is required for the student to take keyboarding until they reach 55 wpm at the end of 12th Grade. For EXTRA CREDIT: 75+ wpm.**

- Grade 9 - 40 wpm**
- Grade 10 - 45 wpm**
- Grade 11 - 50 wpm**
- Grade 12 - 55 wpm**





## ***MUSIC APPRECIATION***

(1/2 credit = an average of 20 minutes a day for 180 school days)

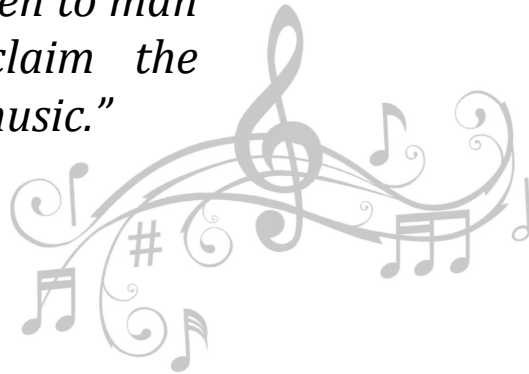
**Books and Resources Used:** *Music Appreciation course*

**Topics or Concepts to be covered:** Studying the life of great composers; understanding the design of the orchestra pit.

**Samples to keep for your records:** Keeping records of assignments given.

Every student is required to complete the course of study in Music appreciation provided by the Moore Academy Homeschool Program. Students who are studying music outside of this course of study may receive from another half to a full credit depending on his or her level of achievement and dedication.

*Next to the word of God, music  
deserves the highest praise. The  
gift of language combined with  
the gift of song was given to man  
that he should proclaim the  
Word of God through music.”  
– Martin Luther*



## PART I

Read *Spiritual Moments with Great Composers*. This is a devotional book but could serve two purposes as you can see.

## PART II

Choose **two** of the following:

- a) Choose **one type of contemporary music** and write a report on its origin.
- b) **Make a list of all the types of music** you can think of. You may need to research the library for help.
- c) **Name all the instruments found in a symphony orchestra by drawing a picture** of each in an orchestra setting. Tell what category each falls into, such as **wind instruments, percussion, string, etc.**

## PART III

Choose **one** of the following:

- a) **Research the history of music** and the origin of some of the instruments we use today.
- b) See pages 59-60 in the Reference Guide. You will find some really neat ideas on how to correlate music with other subjects as well as make music a meaningful experience in your life.
- c) **Listen to the works** of three different old masters. **Write a comparative essay** explaining the differences in their style and approach to music.
- d) **Write about the life and works** of two (old masters) composers.

Every student is required to get a ½ music credit in high school. You can, however, receive up to 2 full credits; ½ each year if you are definitely working in that field. Otherwise, for a required music credit, Music Appreciation is required.



## ***WORK & SERVICE EDUCATION***

Work and service education most often overlap and thus may be put together for one full credit. Work in the early years of high school is usually classified as work on the home front, such as chores, inside and out. When the student is a junior or senior he might have the opportunity to work outside the home as well. That can count for the same credit points. It is suggested however that no student work or perform service outside the home for more than 15-20 hours a week, in order that he or she has adequate time for academics.

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-chores framework as well as in service to the community. The student should also be working towards excellency as well as displaying positive attitudes. No credits should be given for careless work. 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 as well as service related work. Service projects that do not involve any real work is expected as well.

**Positive Characteristics to Achieve:** diligence, determination, cheerfulness, patience, kindness, unselfishness, thoughtfulness, positively motivated, leadership qualities, etc.

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



**For Credit**

Both work and service can be counted for credit purposes. Time should be counted differently than with Academic Subjects. The Moores suggested that work and service average about 2-3 hours of the students' day even though for credit purposes he would receive a half credit for each. Work and service is a lifestyle to be taught.

*Like Jesus, home is where the student first learns to serve. However, **Service Education** does not stop there. At **The 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 51-52 in the Reference Guide.*







## Grade 10

# ART APPRECIATION

(1/2 credit = an average of 20 minutes a day for 180 school days)

**Art is a Required Subject in High School.**

Every student is required to complete the course of study in Art appreciation provided by Moore Academy. Students who are studying art outside of this course of study may receive from another half to a full credit depending on his or her level of achievement and dedication.

Art, as a study, involves the history of art forms and their originators, namely peoples and their cultures, or the “old masters” as well as contemporary works.

Art is a very broad subject and a study that could encompass one’s total life if desired. For credit here, however, we need to zero in on some aspect of this study to enlighten our understanding and hopefully our appreciation of this subject.



**Books and Resources Used:** *Art Appreciation course*

**Topics or Concepts to be covered:** Studying the life of the old masters; understanding the different periods in art

**Samples to keep for your records:** Keeping records of assignments given



*“I want to touch people with my art. I want them to say 'he feels deeply, he feels tenderly.'”*  
-Vincent Van Gogh

## PART I

Choose **two** of the following:

- a) Choose **three different historical periods** and write about their art forms. (350 words each) This will take some research.
- b) Write a **comparative essay** on the life and works of two different old masters.
- c) What are some **contemporary artists** that are popular today? List about 5. Write the life story of one.

## PART II

Do **each** of the following:

- a) Visit an **Art Gallery** that has some of the Old Masters in it or at least copies. Be sure to look at different types of art. Then **write your impression of your visit**.
- b) Visit your library and **research art** from the perspective of **design, crafts, architecture, and color**. Write a paper on **one** of the above.



*Sketch of a Roaring Lion*  
-Leonardo da Vinci



*Inside the Sistine Chapel*



## ***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 56 in the Reference Guide.



## ***IN CONCLUSION***

As Grade 10 comes to a conclusion, you will no doubt be thinking about the next school year, or Grade 11.

*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. Grade 11 will take you into The Age of Industry, Victorian Era, WWI & II, Rise of Communism, and the 20th Century: Roots of Liberalism.*

*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 11***





# *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*