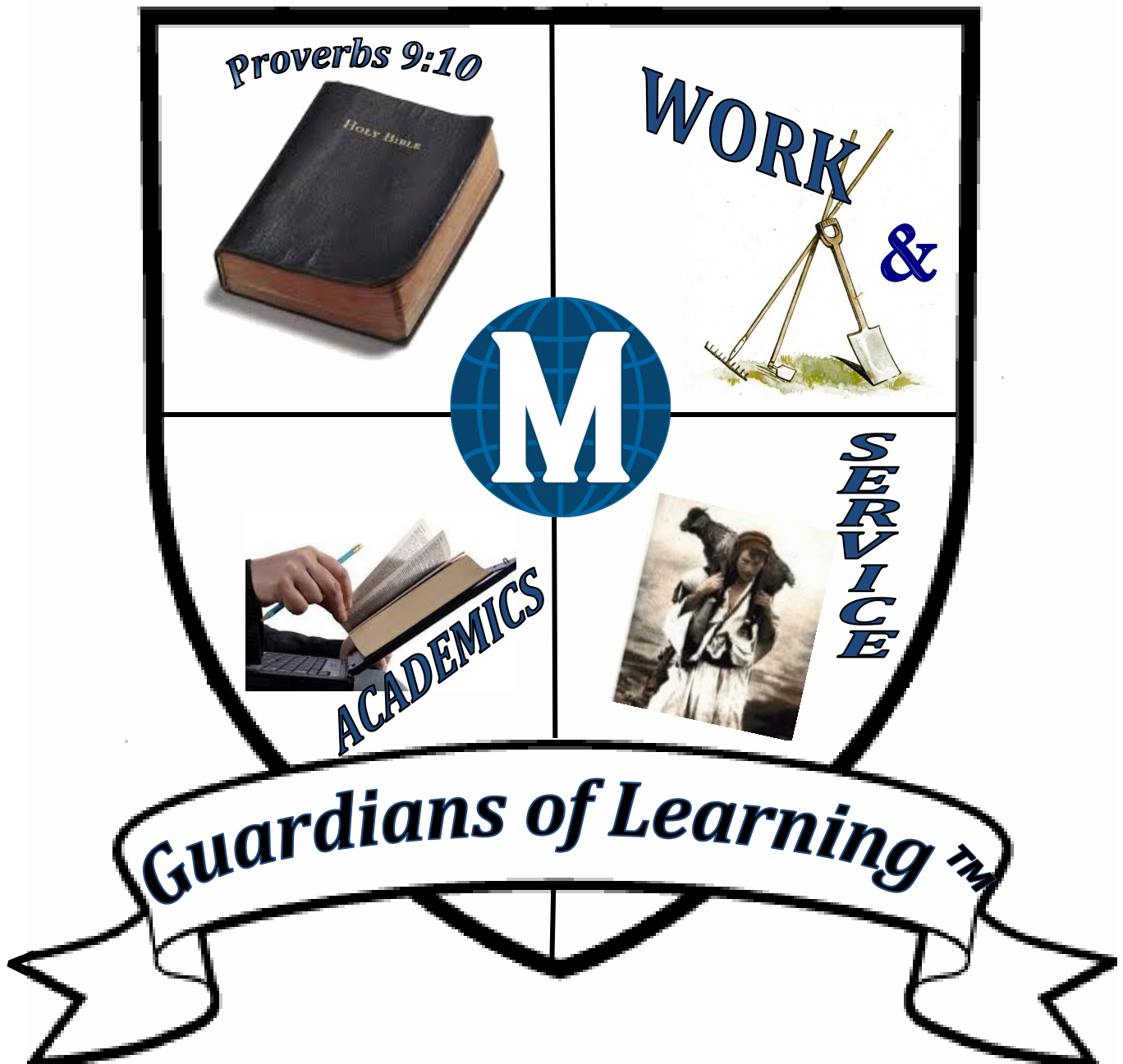


MOORE ACADEMY

Leading The World In Family Education

Grade 11 Premier Program



Student: Students Name



LEADING THE WORLD IN FAMILY EDUCATION

Moore Academy

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Published by Moore Academy

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Images from various sites on the Internet



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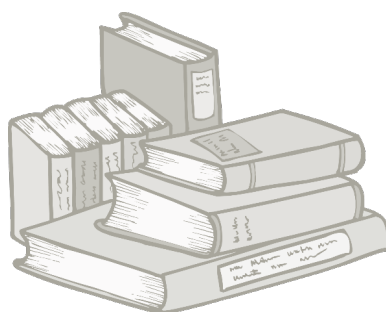


Welcome To Moore Academy

Welcome to Moore Academy's Full Service Premier Program, created for Seventh-day Adventist students. You have chosen a Bible based/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. 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,

We are so glad you have chosen to be part of our high school Premier Program. Your studies will bring you into a closer relationship with Jesus, as the big picture of our world's history unfolds.

How will your studies unfold?

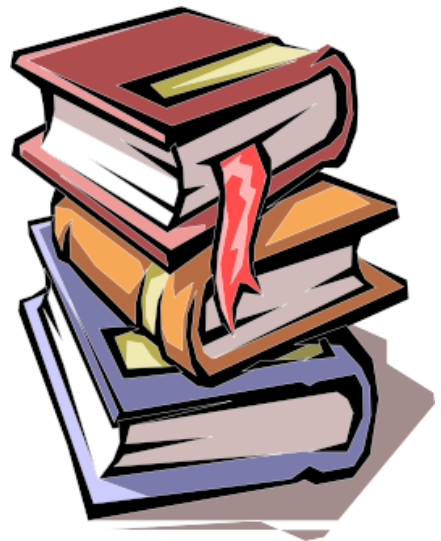
*At this age, students **may** be covering more than one grade in their comprehension level, and that is how it should be. We try to take this into account when providing the Curriculum Guide for this age; consequently, there may be areas that will not have anything specific listed for 'assignments', since the curriculum may have to be adapted to fit your student's progression throughout the year. There are many choices given for a variety of levels. Choose what suits your family the best.*

Work and Service suggestions have been included to help your student grow to his or her full potential.

Evaluations should be teaching opportunities. They are more than just an overview for credit purposes, it is a time for reflection. Keep a folder for each subject, and file all completed paper work. You will need these for your own records and for quarterly reporting. Also keep monthly calendar pages showing all PE, work, and service projects the student has completed.

Think and Plan Ahead!

If prayer and Bible study are your first priority, everything else will fall into place. For your own personal organization, the following suggestions are supplied.





ACADEMIC STUDIES

The following is your list of subjects with the accompanying Guides. 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.

WELCOME

to the

High School

PREMIER PROGRAM

Grade 11

What To Do While Waiting For Books



Read the Bible, library books, others on hand.

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

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

Implement community service involvement. It could be:

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

Encourage the student in personal business ventures. Possibilities are:

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

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

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

Be patient with yourself.

It takes time to turn wonderful philosophies into practical realities.



WHAT TO DO WHEN BOOKS ARRIVE

Breaking from textbooks: A Guide for families

Pray!

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

The Holy Spirit is the best teacher of all!

Open Your Package

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

Identify the Subject Each Resource Book will Cover

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

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

Use them like Library Books when Doing Unit Studies

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

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

It's Project Time!



Do Projects in Conjunction with Reading the Book

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

Read the Book!

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

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

Discuss and Question the Material in the Book

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

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

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



Expect Some Children to Need Comments Before Questions

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

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

Pray!

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





MOORE ACADEMY

Reporting Instructions

MONTHLY OVERVIEWS

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

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

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

QUARTERLY REPORTS

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

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

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

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

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

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

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

PREPARING FOR QUARTERLY REPORTING & EVALUATION TIME

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

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

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

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

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

PLEASE NOTE THE FOLLOWING INSTRUCTIONS:

Monthly Overviews:

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

Quarterly Reports:

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



BIBLE

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

Books and Resources Used: *Truth Triumphant*, 2017 edited version by Green.

Topics or Concepts to be covered: Research; Bible Study; the study of the Waldenses; the Apostolic Church; the growing church in various countries across Europe

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

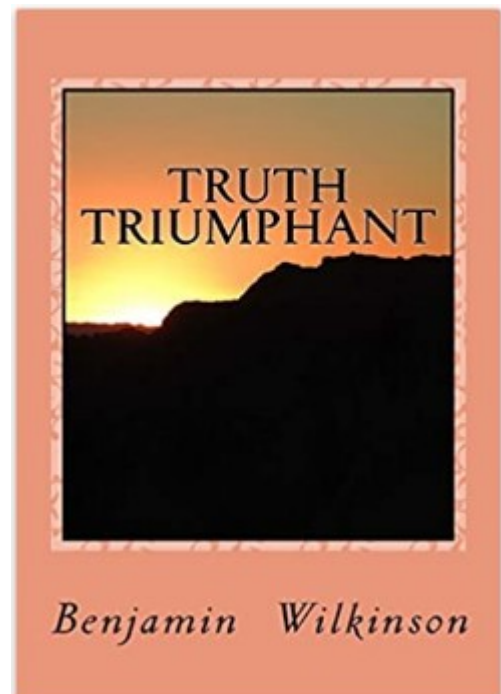
TRUTH TRIUMPHANT

This book has 24 chapters; 3 of which you have read last year for English concerning the Waldenses, leaving you with completing 5 plus chapters per quarter.

To use this text for a Bible course for a full school year, it is suggested that the student conquer it in one of three methods. While some sections of the book are easy to comprehend, others will take closer scrutiny.

- a) Complete the reading and assignments, quarter by quarter (9 week periods).
- b) Read 2 pages per day and complete the assignments within the year.
- c) Stick to the 40 minutes a day time frame, while moving at student's pace.

The Scripture Memorization plan is on pages 42-44 of the Reference Guide. Journaling is described on pages 11-12 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 13-15 and Growing in Faith on pages 40-41 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



CHAPTERS 1-5

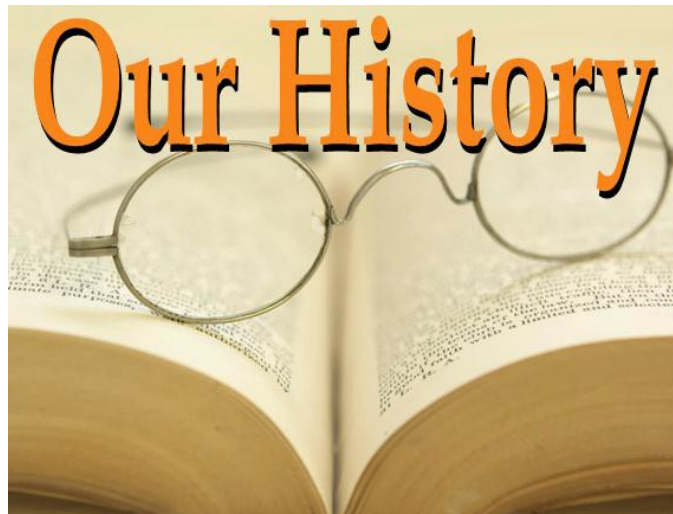
1. Explain what is meant by “*the Church in the Wilderness*”. Use scripture to prove your answer.
2. Where and how did the Apostolic Church begin?
3. What prophecy is given seven times in the Bible? Where are the seven places mentioned in the Bible and what is the message given each time?



“We have also a more sure word of prophecy; whereunto ye do well that ye take heed, as unto a light that shineth in a dark place.” – 2 Peter 1:19



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



As we study the facts of history

alongside the revealed truth in the Bible,

we can see Gods providential hand,

guiding all of its events.

The 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:

Hitler's invasion of Poland in September 1939, following Japan's invasion of China two years earlier and the continuing war there, turned national attention to defense. Roosevelt, who had been re-elected in 1936, sought to rebuild a military infrastructure that had fallen into disrepair after World War I. This became a new focus of the W.P.A. as private employment still lagged pre-Depression levels. But as the war in Europe intensified, with France surrendering to Germany and England fighting on, ramped up defense manufacturing began to produce private sector jobs and reduce the persistent unemployment that was the main face of the Depression. Jobless workers were absorbed as trainees for defense jobs and then by the draft that went into effect in 1940, when Roosevelt was elected to a third term. The Japanese attack on Pearl Harbor in December 1941, which started World War II, sent America's factories into full production and absorbed all available workers. Despite the New Deal's many measures and their alleviation of the worst effects of the Great Depression, it was the humming factories that supplied the American war effort that finally brought the Depression to a close. And it was not until 1954 that the stock market regained its pre-Depression levels.

Historical Importance of the Great Depression: The Great Depression, an immense tragedy that placed millions of Americans out of work, was the beginning of government involvement in the economy and in society as a whole. After nearly a decade of optimism and prosperity, the United States was thrown into despair on Black Tuesday, October 29, 1929, **the day the stock market crashed** and the official beginning of the Great Depression. As stock prices plummeted with no hope of recovery, panic struck. Masses and masses of people tried to sell their stock, but no one was buying. The stock market, which had appeared to be the surest way to become rich, quickly became the path to bankruptcy. And yet, the **Stock Market Crash** was just the beginning. Since many banks had also invested large portions of their clients' savings in the stock market, these banks were forced to close when the stock market crashed. Seeing a few banks close caused another panic across the country. Afraid they would lose their own savings, people rushed to banks that were still open to withdraw their money. This massive withdrawal of cash caused additional banks to close. Since there was no way for a bank's clients to recover any of their saving once the bank had closed, those who didn't reach the bank in time also became bankrupt. Businesses and industry were also affected. Having lost much of their own capital in either the Stock Market Crash or the bank closures, many business started cutting back their workers' hours or wages. In turn, consumers began to curb their spending, refraining from purchasing such things as luxury goods. This lack of consumer spending caused additional businesses to cut back wages or, more drastically, to lay off some of their workers. Some businesses couldn't stay open even with these cuts and soon closed their doors, leaving all their workers unemployed.

Riding the rails: During the Great Depression, millions of people were out of work across the United States. Unable to find another job locally, many unemployed people hit the road, traveling from place to place, hoping to find some work. A few of these people had cars, but most hitchhiked or "rode the rails". A large portion of the people who rode the rails were teenagers, but there were also older men, women, and entire families who traveled in this manner. They would board freight trains and



crisscross the country, hoping to find a job in one of the towns along the way. When there was a job opening, there were often literally a thousand people applying for the same job. Those who weren't lucky enough to get the job would perhaps stay in a shantytown (known as "Hooverilles") outside of town. Housing in the shantytown was built of out any material that could be found freely, like driftwood, cardboard, or even newspapers. The farmers who had lost their homes and land usually headed west to California, where they heard rumors of agricultural jobs. Unfortunately, although there was some seasonal work, the conditions for these families were transient and hostile. Since many of these farmers came from Oklahoma and Arkansas, they were called the derogatory names of "Okies" and "Arkies". (The stories of these migrants to California were immortalized in the fictional book, *The Grapes of Wrath* by John Steinbeck.)

Roosevelt and the New Deal: The U.S. economy broke down and entered the Great Depression during the presidency of Herbert Hoover. Although President Hoover repeatedly spoke of optimism, the people blamed him for the Great Depression. Just as the shantytowns were named Hooverilles after him, newspapers became known as "Hoover blankets", pockets of pants turned inside-out (to show they were empty) were called "Hoover



flags", and broken-down cars pulled by horses were known as "Hoover wagons". During the 1932 presidential election, Hoover did not stand a chance at re-election and **Franklin D. Roosevelt** won in a landslide. People of the United States had high hopes that President Roosevelt would be able to solve all their woes. As soon as Roosevelt took office, he closed all the banks and only let them reopen once they were stabilized. Next, Roosevelt began to establish programs that became known as the New Deal. These New Deal programs

were most commonly known by their initials, which reminded some people of alphabet soup. Some of these programs were aimed at helping farmers, like the AAA (Agricultural Adjustment Administration). While other programs, such as the CCC (Civilian Conservation Corps) and the WPA (Works Progress Administration), attempted to help curb unemployment by hiring people for various projects.

The End of the Great Depression: To many at the time, President Roosevelt was a hero. They believed that he cared deeply for the common man and that he was doing his best to end the Great Depression. Looking back, however, it is uncertain as to how much Roosevelt's New Deal programs helped to end the Great Depression. By all accounts, the New Deal programs eased the hardships of the Great Depression; however, the U.S. economy was still extremely bad by the end of the 1930's. The major turn-around for the U.S. economy occurred after the bombing of Pearl Harbor and the entrance of the United States into World War II. Once the U.S. was involved in the war, both people and industry became essential to the war effort. Weapons, artillery, ships, and airplanes were needed quickly. Men were trained to become soldiers and the women were kept on the home front to keep the factories going. Food needed to be grown for both the home front and to send overseas. It was ultimately the entrance of the U.S. into World War II that ended the Great Depression in the United States."

Assignment:

During the time of The Great Depression, both J. Edgar Hoover and Delano Roosevelt were presidents.

1. Research the presidencies of both in relationship to The Great Depression. Write full reports on each.



From this...



To this



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?



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 1-3 of the Reference Guide for guidelines to the principles on reading choices. Also see Creative Writing, pages 5-6 of the Reference Guide.



Grade 11

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**





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



MUSIC

Suggestions of Activities: music lessons; study of great musicians; taking part in a choir; listening to music that uplifts the soul. See the Reference pages on more information on Music. Also be sure to check the internet (www.shepcall.com/music) for **Christian Berdahl** for great information on music as a subject.

Personal Goals to Achieve: musical students usually have the goal of perfecting an instrument they are playing; others may just have the goal of being a great listener and appreciating music through listening and studying the great composers.

Sample to be submitted for Documentation: Keep a record of all interaction with music, whether it be playing an instrument or just listening.



See page 53 of the Reference Guide to find some really neat ideas on how to correlate music with other subjects, as well as make music a meaningful experience in your life.



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.



WORK & SERVICE EDUCATION

Work & 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-chore 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 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.

Positive Characteristics to Achieve:

Diligence, determination, cheerfulness, patience, kindness, unselfishness, perseverance, thoughtfulness, positively motivated, leadership qualities, etc.

Samples to keep for your records: Notes, thank you cards, pictures, videos, schedule, etc.



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

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 life style 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 49-52 of the Reference Guide.



CONCLUSION

Congratulations, you have completed year three of your high school education. It is your final opportunity to receive an official transcript and diploma from Moore Academy by continuing in our full service Premier Program for your senior year. 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 and Spirit of Prophecy based. In short we hope you have drawn closer to Jesus. Year Four will take you into the The Cold War, Rise of Globalism, and bringing our history up to date through research.

May God bless you as you continue your education in the admonition of the Lord and His purposes for you and your family.

NOW IT'S TIME FOR GRADE 12





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