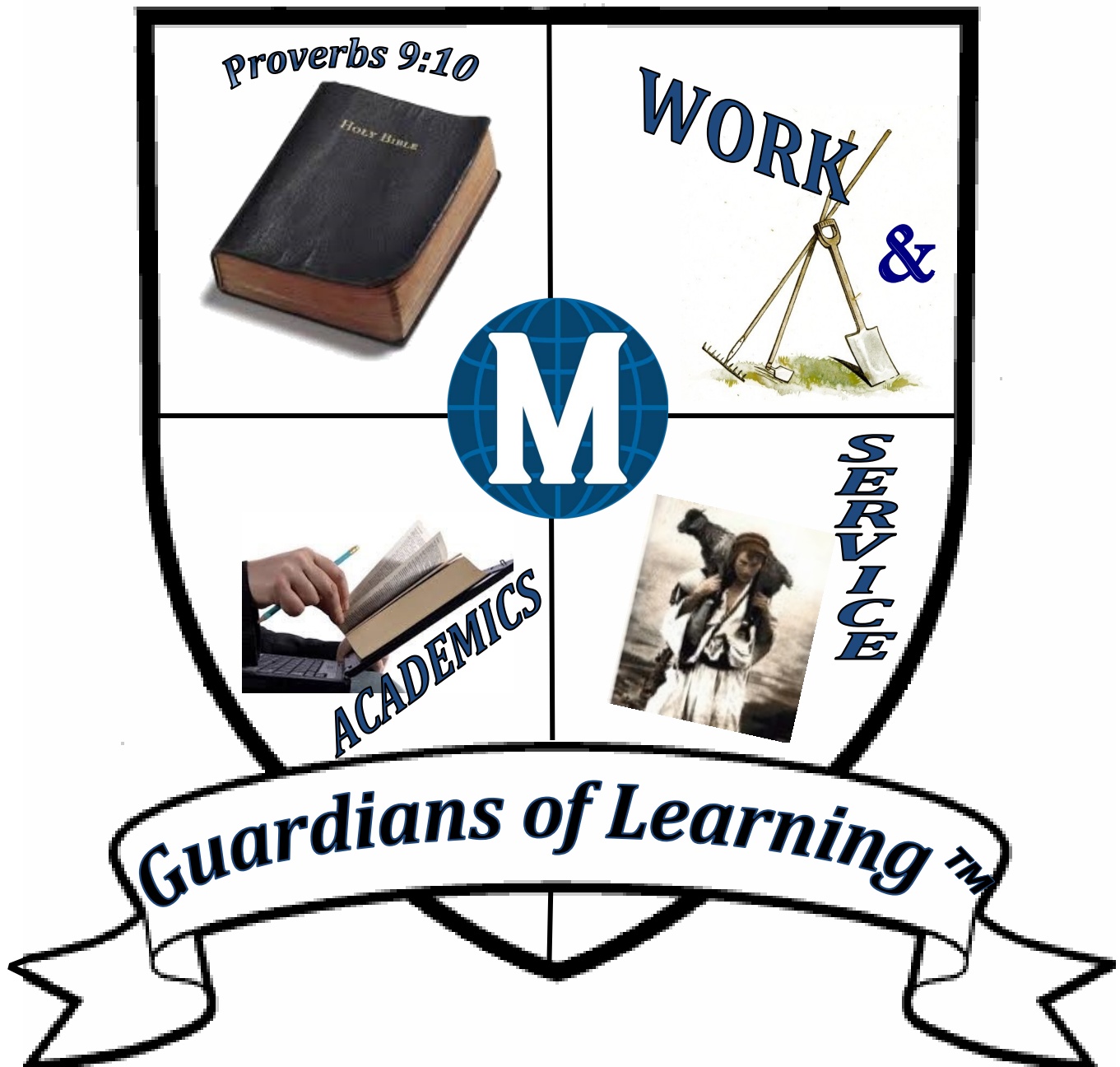


MOORE ACADEMY

Leading The World In Family Education

Grade 12 Premier Program



Student: Students Name



LEADING THE WORLD IN FAMILY EDUCATION

Moore Academy

PO Box 2185

Hayden, ID 83835

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www.MooreFoundation.com

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Published by Moore Academy

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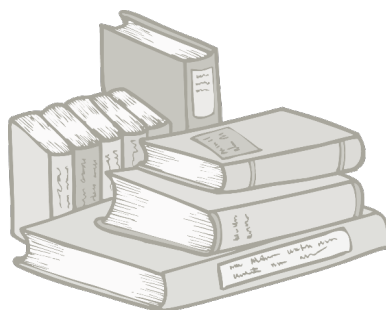


Welcome To Moore Academy

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

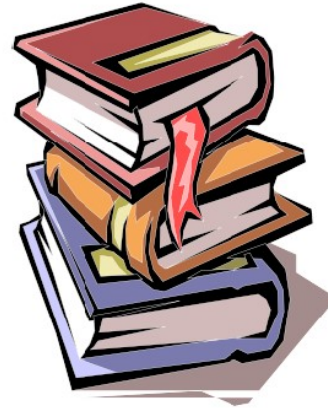
We are so glad you have chosen to be part of our high school Premier Program. Your studies will bring you into a closer relationship with Jesus, as the big picture of our world's history unfolds.

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.*

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.

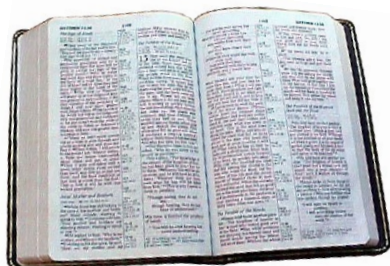
As "world history" unfolds before you in the next four years, and while reading stories of great men in history, you will be studying God's intervention in the lives of mankind.



Think and Plan Ahead!

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.



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.



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.

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.***





ACADEMIC STUDIES

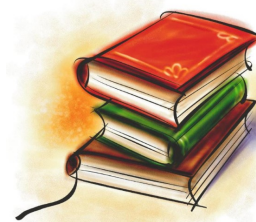
The following is your list of subjects with the accompanying Guides. Mathematics and science texts provide answer keys that you will need to purchase in order to ascertain student progress. As for Bible, English, and history, there are no fill in the blanks, true or false, or multiple choice questions. **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 12





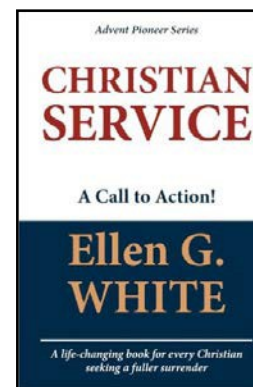
BIBLE

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

Books and Resources Used: *Christian Service* (Ellen G. White) with syllabus by Kaelin Abbott; *Life Sketches* (Ellen G. White)

Topics or Concepts to be covered: EGW's personal and Church history; serving others for Christ

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



Christian Service

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.

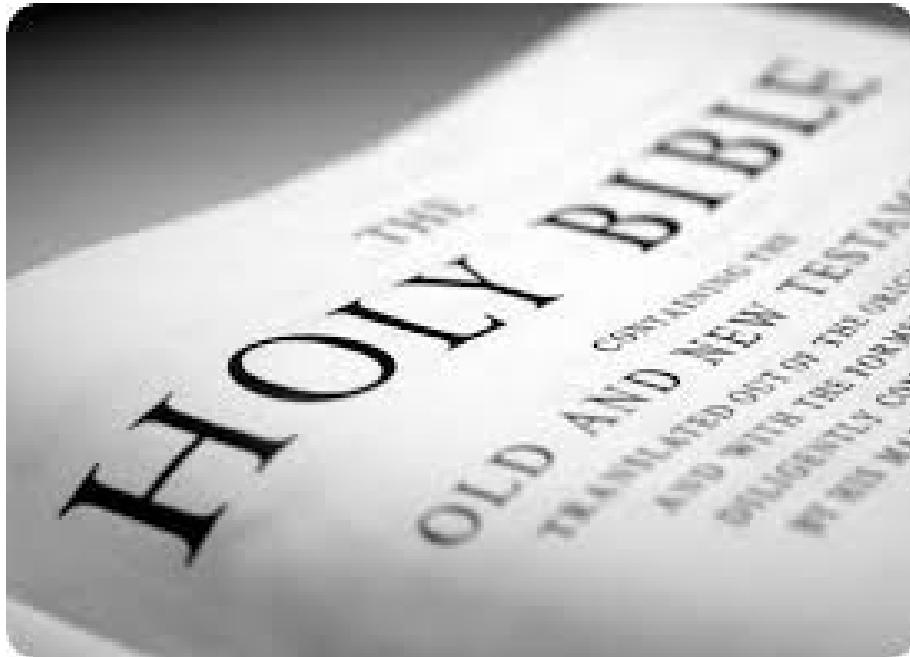
The **Personal Journal and Application** section will be the student's spiritual growth chart in action.

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.**

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

It is His personal gift to you.



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 his or her 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.

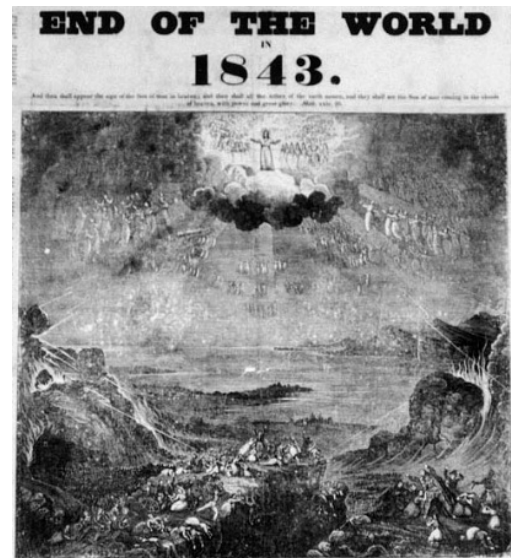
FIRST & SECOND QUARTER:



Life Sketches (Ellen G. White)

CHAPTERS 1-20

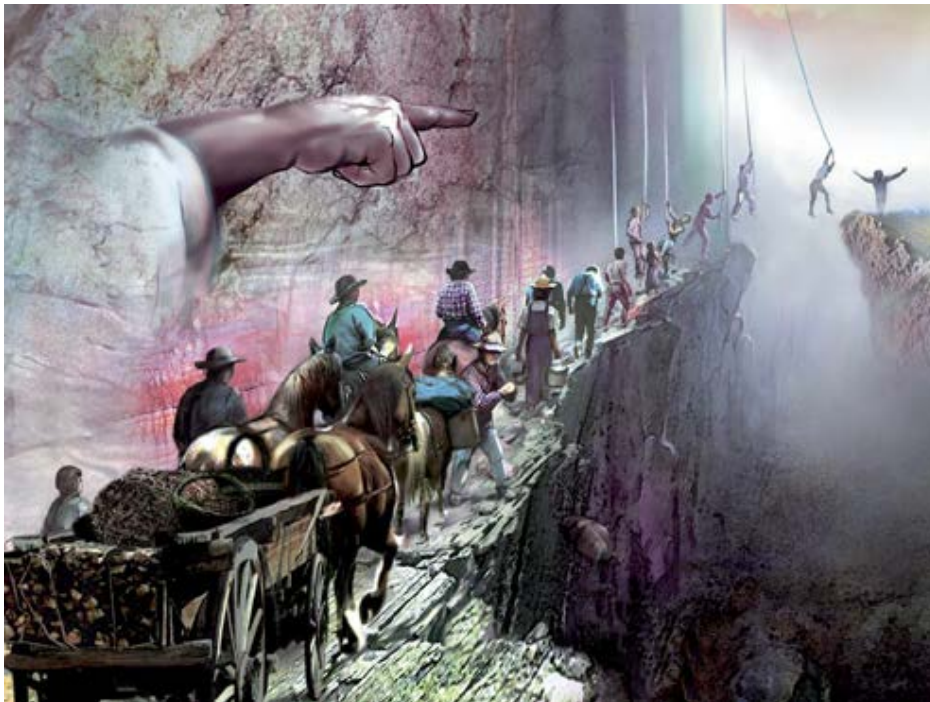
1. Why do you suppose God chose someone with an infirmity and little education to be his spokesperson? Does that mean that a healthy, well-educated person could not have given this message? What makes a good prophet? How does God do His choosing? Do we know?
2. If someone mocked you about the disappointment of 1844, how would you answer them? Make this into a narrative.
3. It seems we always have to deal with fanaticism in the church. Who is the perpetrator of this kind of thinking and what is the purpose of it? How did Ellen White deal with it?
4. The hardships for Ellen White were numerous. List five incidents and tell how she dealt with them. Would you have had the fortitude and courage to continue on the path she chose? Did she have a choice? What gave her the desire to continue on against so much opposition?
5. Explain about the progress of the Publishing Business. Against what odds did it flourish as it is still alive today?



James & Ellen White

CHAPTERS 21-41

1. The first several chapters for Quarter Two tell of God's healing because of much faith. It also deals with Satan's attempt to stop the work of Ellen White through illness. What kind of thoughts did you have running through your head as you read these chapters? Did you discuss any of it with a parent? Does Satan cause illness today? How does he do that? Why do we not seem to see miracles in our lives like Ellen White, or have you? Do you have that kind of faith that would move the hand of God? Why are some people healed and others not. Is it all about how much faith one has? This is a great topic for discussion. Plan to do that and write a short report of that discussion to submit.
2. What dream did Ellen have about a vine that gave her strength and comfort to press forward? Tell about it to someone else.
3. Ellen writes a very descriptive story of her trip from California by steamer to Oregon. Can you do a very creative drawing in color to express this trip? If not, then you need to rewrite this story in your own words, using different descriptive words than she did.
4. Tell someone else about the dream concerning the Judgment that Ellen had.
5. Write a detailed obituary of James White, for the newspaper.



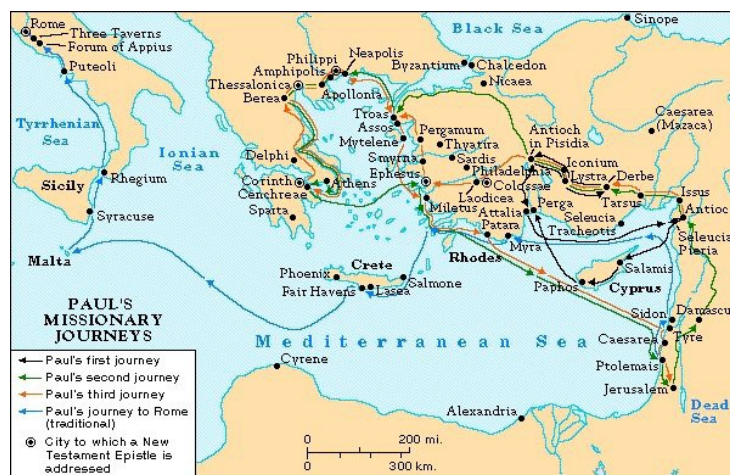
The Narrow Path – one of Ellen White's visions

CHAPTER 5

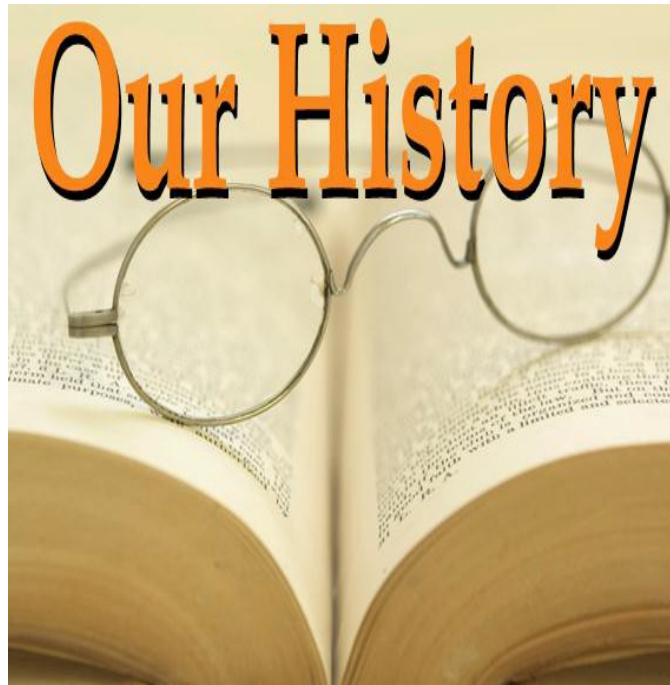
1. Many of the statements within this chapter stress that one of the church's duties is to spread the message of salvation through its members. Several times in the Bible it is said that one of the main missions of the church is to reach others with the Gospel. Can you think of one way in which this is beneficial to a Christian's relationship with Christ?
2. We have presented here the concept of each person doing the work that they are best suited to do. The Apostle Paul's illustration of the church as a body, each part performing a different task yet working together to create an effective organism or organization, is a good way to illustrate this concept. But what would happen if, say, one of the feet decided to stop working with all of the other parts? Would the body still be able to function, and is the church the same? What should keep the foot from making that type of decision?
3. Imagine you are living in the late 19th century reading messages that Ellen White had written and are now in this book. As a bit of review, write a short letter like you are telling a friend about some of the things that you've learned from this chapter.

CHAPTER 6

1. According to this chapter, what are the main components to true education? If the principles of true education are followed, what benefit will the student obtain?
2. In the last paragraph of this chapter it speaks about the ministry of song. How can music impact others? Why do you think "not many will refuse to listen" when we offer to sing or play hymns?



Map of Apostle Paul's missionary journeys



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.



FOURTHQUARTER

Your history book does not include the last 10 years. From what you know or can find on the internet, write a list of important things that have happened after the bombing of the World Trade Center. We have had more Terrorist Attacks, a new President, Obamacare, etc. What do you think is the future of America? What serious threats for our freedom are we encountering? What does prophecy say about the future of America?

If the student has NOT taken any previous American History, he or she would need to study The Founding Fathers, The Constitution, and The Civil War in order to be given a credit in American History.

The student will receive credit in Ancient History, World History, and American History if the early American History has been studied, even in Elementary School.

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.....*



New York – Twin Tower ruins



The following are your

English literature assignments:

“Evolution and the Physical Sciences”

Assignment 4:

Choose **ONE** of the following assignments:

Write a short report about what the Bible has to say concerning astronomy and the nature of the physical world.

OR

Investigate the incredibly complex structure that is DNA and, in a paragraph, compare the evidence for design or chance in its origin.

Questions:

1. What Biblical term has even evolutionary scientists used to describe the big bang and the origin of life itself?

“Human Behavior in the Light of Evolution”

Assignment 5:

Choose **ONE** of the following assignments:

Write a report about what evolutionists believe causes humans to believe in religious ideas.

OR

Draw a Ven Diagram and compare what the Bible says about what causes human behavior, particularly evil behavior, and what evolutionists say causes this type of behavior.

Questions:

1. Which field of study is likely the most saturated with evolutionary thinking than any other?
2. Who was the committed Darwinist and racist who introduced the “recapitulation theory” and was a philosophical influence on Adolf Hitler?
3. What is the true cause for behavioral problems rather than evolutionary origins?

“Militarism, Imperialism, and the White Man’s Burden”

Assignment 10:

Choose **ONE** of the following assignments:

Write a short report about the worldwide rise of nationalism and imperialism during the late 19th century and the probable causes.

OR

Research the life of Ernst Haeckel and how his ideas shaped Germany into the country it became in the early to mid-1900s and put this information in a brief biographical paper.

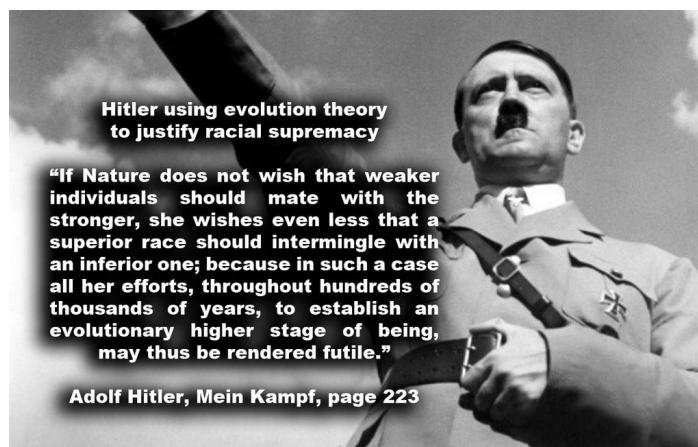
Questions:

1. Why did many European nations feel an intense desire to colonize other parts of the world in the late 19th and early 20th centuries?
2. For which pronouncement was the German philosopher Fredrich Nietzsche best known for?
3. Who made Darwin’s theories popular in Germany before anyone else?

“Hitler-Evolution in Full Flower”

Questions:

1. When did social Darwinism, racism, militarism, and imperialism reach their height of popularity in Europe and where did they reach this height?
2. Which book, written by Adolf Hitler, was almost the “Bible” of the National Socialist Party and spoke of the Jews as an evil “inferior race”?
3. Why do you think modern-day evolutionists have turned away from Hitler’s ideas but supported them prior to and during his time as leader of Germany?



“Evangelical Compromise”

Assignment 12:

Select a denomination and summarize what their leader or their members believe about evolution in a paragraph.

Questions:

1. Which alternate flood views do many who believe in “theistic evolution” or “progressive creation” adopt?
2. What is the name of one of the two societies which has helped stimulate Christians to adopt the Biblical view of Creation as it stands once again?
3. How did secular evolutionists speak about the document produced by the American Scientific Association which supported the introduction of theistic evolution and progressive creation in public schools?



“The Religion of Atheism/Humanism”

Assignment 13:

Choose **ONE** of the following assignments:

Research the history of atheistic thought and write a report detailing how it developed in certain regions of the world and later in western Europe, particularly in France.

OR

Write a short report about the life, ideas, and influence of Sir Julian Huxley.

Questions:

1. What was the name of Charles Hodge’s book which stated that “Darwinism is atheism”?
2. How do most secular evolutionists view the origin of morals in human society?
3. What did Isaac Asimov state regarding whether he has evidence or knows that there is no God?

“Pantheism and the New Age”

Assignment 14:

Choose **ONE** of the following assignments:

Research the different religions influenced by new age thought, such as Christian Science and Swedenborgianism, and write a brief report about one of them.

OR

Do further research about what the “Gaia Principle” is and how popular it is today, particularly among scientists and briefly report your findings.

OR

Briefly describe what the idea of “punctuated equilibrium” is and how popular it is today.

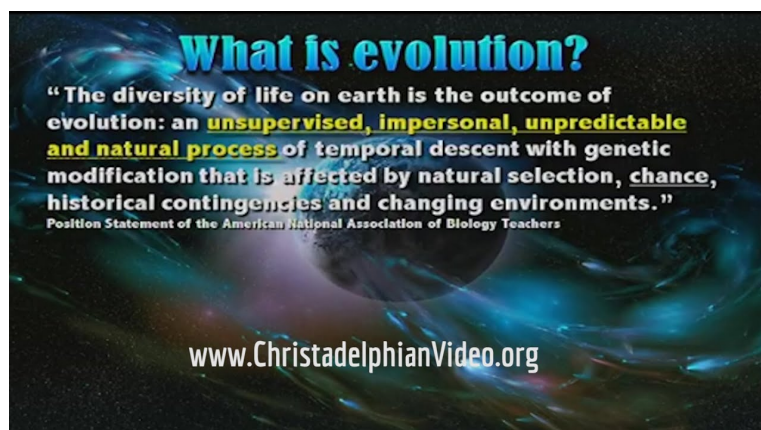
Questions:

1. Which principle, whose supporters include scientists, states that the Earth is actually living in itself?
2. What is the idea that evolution is a speedy process that occurs in sudden leaps called?

“The Demise of Christian Morality”

Questions:

1. How has evolution affected morality in the United States?
2. How did those who supported evolutionary theories prior to Darwin view the rights and purposes of women in society?
3. Why do you think evolutionists refuse to accept the moral precepts of the Bible, especially regarding the family?



“The Devaluation of Life”

Assignment 15:

Choose **ONE** of the following assignments:

Write a report about the origin and later downfall of the “recapitulation theory” as a supposed evidence for evolution.

OR

Research the battle over whether to legalize euthanasia in some countries of the world, and which countries have already legalized it.

OR

Write a report about the cultures that practice and have practiced cannibalism and how it was viewed by western nations for most of the past few centuries?

Questions:

1. What do evolutionary scientists use more than anything else to defend the theory of evolution?
2. What do most evolutionists believe about cannibalism in early humans?

“Drugs, Crime, and Evolutionism”

Assignment 16:

Choose **ONE** of the following assignments:

Research and write a brief report about how views regarding personal responsibility for illegal actions have changed over the past few centuries.

OR

Write a brief report about how long Caesar Lombroso’s theory was given credence by some evolutionists and why it is no longer believed by mainstream evolutionists.

Questions:

1. Which Harvard University psychology professor argued for the use of psychedelic drugs and actually used them himself?
2. Besides drug use, what other idea has led to increased crime in the United States and many western nations?
3. What was the fringe theory developed by Italian psychiatrist and criminologist Caesar Lombroso regarding criminals?

Questions:

1. In which direction have archeologists realized that religions have changed in regard to monotheism and polytheism, which does not agree with what early evolutionists believed?
2. How did the decay of a religion affect the social and political culture in a particular nation?

“Resurrection of the Creator”

Assignment 27:

Choose **ONE** of the following assignments:

Write a brief report comparing what exactly Islam, Judaism, and Christianity teach about a person’s body coming back from the dead at the end of time.

OR

Research what many famous Christian scientists from the era before Darwin stated regarding what the purpose of scientific study was then make a list of the statements of at least five scientists.



Questions:

1. How is Jesus’ position as the Creator related to his resurrection?
2. What is the “best-proved fact of history”?
3. What happened to much of the results of the missionary campaigns of the Apostles in the first century?

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? Please refer to ***Figures of Speech*** below.



See ***Figures of Speech*** in the Reference Guide, pages 62-63.

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 **Principles To Guide Our Reading Choices**. Also see **Creative Writing Ideas**, pages 5-6 of 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.

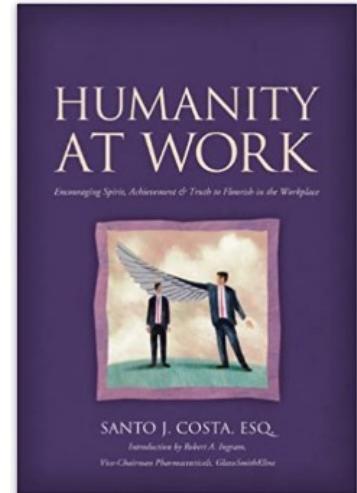


WORK & SERVICE EDUCATION

Resources: *Humanity at Work* by Santos Costa (amazon.com)

Concepts Gained: a look at “work” through the eyes of an established entrepreneur and Christian scholar, with the intent to teach through sharing his thoughts on success through understanding true principled leadership.

Work Samples: the student is to keep notes as he reads throughout and prepare an essay on what he has learned and how he plans to put these concepts into practice in any future business or work that he engages in....even in his service to others.



Below are two reviews on this work of Santo Costo. You may find more reviews by googling or on amazon.com. It is the desire of the Moore Academy that the Grade 12 student take time to read this book in respect for his or her “work” in the world. The principles set down by this man are biblical and refreshing.

Review 1

“Sandy expresses a profound respect for his fellow workers - of all levels. Perhaps to some his ethos of inclusion, respect, and consultation will be inadequate, or somehow not that of a true leader. Where some dictate and demand, others encourage and listen. It is also fair to say that leaders come in all shapes and sizes and not all styles suit every business situation. But what Sandy illustrates is that at the heart of every business you find people who want and need to be heard, informed, and led. And when they believe that the leader is listening - not just hearing - and that humility, not hubris, defines that principled leader, great things can happen.”

Review 2

“Sandy's book is an amazing look at the greatest words, both biblical and leadership bound, that speak to how the human spirit works and plays. Throughout the read, which will captivate you to read it in one sitting as I did, you'll find a richness in the inner most thoughts exposed by his authorship. Great moments will abound as the reader examines his/her relationship with family, employees, company leadership and even the stranger on the street. If a person is struggling with what is life, love and work about, this book will bring many answers. Having known Sandy for several years, the true beauty of the book is that it (the book) is exactly as he really lives. Rich in inspiration, long on dedication, and heartfelt in every respect.”

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.



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

See pages 57-58 of the Reference Guide.



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 59 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.

CONGRATULATIONS!

SENIORS

You have just completed the four year Premier Program with the Moore Academy. We are pleased to add you to our rostrum of students who have made this educational journey with us. We will not forget you. Please keep in touch as the years go by. Tell us what you have planned regarding your future and what your achievements are at this time, whether college or a job.

Once all the records have been secured by proper recording from you, your Four Year Transcript will be issued to you along with your Moore Academy Diploma. Whether it is General Studies, College Bound, or Honors Diploma, we are proud of each one of you.





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