

American Heritage School



K–12 Course Descriptions

2016–17 School Year

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736 North 1100 East, American Fork, Utah 84003; 801-642-0055

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MESSAGE FROM THE ADMINISTRATION

Dear Parents,

Welcome to American Heritage School. We are committed to educating and inspiring children and families in their pursuit to acquire knowledge of fundamental academic disciplines as well as knowledge of eternal principles of the Restored Gospel.

During the past thirty-nine years, the vision of founders Dr. H. Verlan and Shirley Andersen and others has been tested and tried. We hope to carry on that same vision. As the school's administration, our desire is to maintain and continually improve the high quality of education that has been established here. We strongly endorse the mission statement and oversee its implementation.

Our desire is to provide a safe environment where children may learn. We believe every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, loving discipline, and appropriate instruction.

American Heritage School is a place where the Spirit of the Lord is invited daily. Classroom teachers prepare and teach by the prayer of faith (D&C 42:14) so that they are better able to help children recognize and respond to the Holy Ghost as the teacher of all truth. An environment where the Spirit is welcome allows teachers to openly testify of the truths in the curriculum as such opportunities unfold.

We desire to awaken and hold the student's interest and to encourage active participation of all class members, and then to guide them to live their lives according to the great principles and truths they learn here.

This school represents a partnership among parents, faculty, and administration where we are united in our commitment to the objectives outlined in the mission statement. American Heritage School has an active Parent Organization, which serves in the individual classroom and on various projects that benefit the school as a whole. We invite you to become active in this organization beyond the minimum commitment of twenty hours required by the admission process.

Finally, just a word about "policies and procedures": good policy is based upon sound principles of Christian self-government. Good policy also takes time, energy and patience to refine. We know that many of these policies are not perfect. But we begin by putting policies on paper and testing their validity, through our good faith efforts to apply them. It is our hope and prayer that each of us will be patient enough to do just that, test these policies, imperfect as some of them may seem, through consistent and diligent application of their precepts and requirements. Then, let us know how it goes! Let's make them better year after year, together.

Thank you for choosing American Heritage School. May God mend our every flaw and our gold refine!

Sincerely,

Grant Beckwith, Principal

KINDERGARTEN COURSE DESCRIPTIONS

ART K

Instructor: Mrs. Parker, jparker@ahsmail.com

Course Description: In this course students will learn to create artwork with their own hands and know that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of the World” they live in. The students will have an introduction to many tools, mediums and styles of creating art images. They will learn about the great masters of the past and that in partnering with the spirit, they can all become accomplished artists. The students will develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students will explore key thematic questions such as:

- How can we appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through two main events that will give each student an opportunity to display their art. The first event is a gallery competition in December celebrating the Christmas Season. The second is the American Heritage art show in May where the work of outstanding artists will be displayed in every grade level from work completed during the year. Guest artists will also be invited to come and demonstrate their skills and knowledge. The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence of each class will be posted starting next week. For many students, the most challenging part is completing assignments during class time and keeping themselves organized. To support your student please consider coloring and cutting at home and encouraging creativity in any media. All students will be expected to do their own personal best performance. The 5th graders will keep a sketchbook with weekly assignments. Participation will be the main emphasis of grades given in every grade level.

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GEOGRAPHY K

Instructors: Mrs. Strong, lstrong@ahsmail.com , Mrs. Bingham, cynthiabingham@ahsmail.com , Mrs. Peel, tpeel@ahsmail.com, Mrs. Braddy, rbraddy@ahsmail.com

Course Description: In this course, students will learn the following:

1. The definition of geography; creation and Creator.
2. The Biblical foundation of the creation and the purposes of each continent.
3. The Earth in its universal setting; the solar system and the motions of the earth.
4. The Earth and its shape; introduce the world map and the globe.
5. The Earth; created by God as the dwelling place for man and the stage for his activities.
6. The divisions, or elements, of the surface of the earth: define water, land masses, and atmosphere.
7. The directions: N-S-E-W, the poles, and the equator.
8. The map standard; a simple world map.
9. Waters of the earth: the four oceans and major rivers.
10. Land masses of the earth: continents, mountains, deserts, and plains.
11. The individuality of the people, animals, and plants of each continent.

Students will explore key thematic questions such as:

- How can the study of the individuality of continents and their people help me to understand how I fit in to God's purpose and plan?

In addition to oral discussion, students will learn concepts through individual map work, creating bulletin boards of each continent, and hearing presentations by outside guests who will come into the classroom to present their experiences of different countries. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through working with individual maps, completing notebook tasks, and bringing pictures of animals and people of each continent to be placed on the classroom bulletin board. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider reading the weekly newsletters so that you will be able to help your child find appropriate pictures from the internet, National Geographic magazines, etc. about the continent we are currently studying.

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HISTORY K

Instructors: Mrs. Strong, lstrong@ahsmail.com, Mrs. Bingham, cynthiabingham@ahsmail.com, Mrs. Peel, tpeel@ahsmail.com, Mrs. Braddy, rbraddy@ahsmail.com

Course Description: In this course, students will learn the first four principles of Christian History which are:

- 1) God's Principle of Individuality. We will present the following concepts: Everything in the Creation reveals God's individuality. The study of leaves, snowflakes, and even the distinct breeds of dogs reveal God's principle of individuality. Each child's uniqueness is manifest through his external and internal characteristics. Each individual has a place and purpose in history.
- 2) The Christian Principle of Self-government. Self-government is God ruling internally from the heart of the individual.
- 3) America's Heritage of Christian Character. Becoming accountable for one's learning and productivity is the fruit of Christian character.
- 4) "Conscience Is the Most Sacred of All Property" (James Madison). God requires faithful stewardship of all His gifts, especially the internal property of conscience.

History will be introduced as "His" story, meaning Christ's story. Through each link, evidence that God provides every detail of His story and that individuals and nations are called to forward His story will be presented. The students are introduced to all nineteen links on the Christian History Timeline which are:

- 1) Pre-Mortal Life.
- 2) The Creation.
- 3) The Dispensation of Adam.
- 4) The Dispensation of Enoch.
- 5) The Dispensation of Noah.
- 6) The Dispensation of Abraham.
- 7) The Dispensation of Moses.
- 8) The Nephites – The Book of Mormon Reader.
- 9) The Dispensation of Jesus Christ.
- 10) The Early Church and the Apostasy.
- 11) The Bible in English.
- 12) Columbus.
- 13) The American Christian Founding – Jamestown and the Pilgrims.

- 14) The American Christian Republic – the Constitution and as seen through the life of George Washington.
- 15) The Dispensation of the Fullness of Times – Joseph Smith.
- 16) Enlightenment and Secularization of America – *Little House in the Big Woods*.
- 17) Gathering and Building Zion – the Pioneers.
- 18) My Place in God’s Plan – why did God make me special and what is my responsibility as a child of God in His story?
- 19) The Second Coming and Millennium.

Students will learn the principles and content of history and demonstrate their understanding through classroom presentations and discussions, role playing, memorization of poems and songs, and notebook work. Students will explore key thematic questions such as:

- How can learning about Jesus Christ as the focal point in History affect my choices?

The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider reading the weekly letters. Doing so, you may then discuss with your child the current concepts that are being taught, and help your child with the required memorizations.

LANGUAGE ARTS K

Instructors: Mrs. Strong, lstrong@ahsmail.com , Mrs. Bingham, cynthiabingham@ahsmail.com , Mrs. Peel, tpeel@ahsmail.com, Mrs. Braddy, rbraddy@ahsmail.com

Course Description: In this course, students will learn penmanship, phonemic awareness, phonograms, beginning spelling, reading, and the art of composing oral and written sentences through direct instruction, choral and oral reading, individual reading, and reading their own writing. We will implement the Spalding methodology to help the children learn the correct formation of the letters, the sounds, and the spelling of individual phonograms. In addition to being able to discuss their learning, students will demonstrate: understanding of these topics through recording spelling words in their spelling notebooks, daily phonogram and/or spelling tests; writing sentences for notebook tasks across the curriculum; reading chorally in class; and individual reading in the take-home readers. The students will also be introduced to the different parts of speech. During class, the students will be taught literary appreciation through the oral reading of books by the teacher. Literary appreciation lessons have three areas of focus: attributes of fine literature, fluent and expressive reading, and expanded understanding of text structure in narrative writing, informative writing, and informative-narrative writing. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider consistently helping your child with his/her writing, spelling, reading homework, and also reading with your child each night. Ask your child to express himself/herself in complete sentences.

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LITERATURE K

Instructors: Mrs. Strong, lstrong@ahsmail.com , Mrs. Bingham, cynthiabingham@ahsmail.com , Mrs. Peel, tpeel@ahsmail.com, Mrs. Braddy, rbraddy@ahsmail.com

Course Description: In this course, students will learn how to define literature and identify the qualities of literature. Students will explore key thematic questions such as:

- How can I apply the values found in classical pieces of literature?
- What are the attributes and elements of quality literature?

We will concentrate on the following literary pieces:

1. Bible: The students will learn that the Bible holds the highest standard of literary excellence. They will identify types of Biblical literature. We will define a psalm and read and memorize Psalm 100 through studying the author, King David, and identifying the theme of offering praise and thanksgiving.
2. Poetry: We will define poetry and identify qualities of poetry, rhyme and rhythm. We will study the life and poetry of two poets: Christina Rossetti and Isaac Watts. Students will memorize Christina Rossetti's poems, "Clouds," "What Can I Give Him," "The Wind," and "Precious Stones." They will also read several of Isaac Watts' poems from *Divine Songs in Easy Language for the Use of Children*. Furthermore, they will memorize his poem, "Kind Deeds." In addition, we will read and do activities with a variety of Nursery Rhymes.
3. Fairy Tales: We will discuss fairy tales as a type of literature and describe the qualities of a fairy tale. Fairy Tales teach discernment through the conflict between good and evil.
4. Children's Classics: *Winnie the Pooh* by A. A. Milne; *Peter Rabbit* by Beatrix Potter, *Bambi* by Felix Salten, and *Little House in the Big Woods* by Laura Ingalls Wilder.

Through each classic, we will study the individuality and contributions of each author. We study animal tales by identifying the character qualities of key animals and by discussing the morals and principles learned from the stories. Using the notebook approach, the students will learn the literary elements, such as setting, plot, and characters of each classic. Students will learn through listening to the teacher read the pieces of literature; oral class discussions to identify morals, themes, and literary elements; notebook work; and classroom celebrations of the classics. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through recording simple sentences created as a class on their individual notebook pages, and drawing illustrations. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. For many students, the most challenging part of class is to keep up with the class in writing the sentences on their notebook pages. To support your student, please make more selections from the above authors and poets. Another support would be your willingness to help at home or in our classroom with our Literature celebrations.

Key Texts: Tudor, Tasha, *The Tasha Tudor Book of Fairy Tales*. (ISBN Not specified); Fujikawa, Gyo, *Fairy Tales and Fables*. (ISBN: 13:978-1-4027-5698-6); Potter, Beatrix, *Giant Treasury of Peter Rabbit*. (ISBN: 0-517-31687-0); Wallner, Alexandra, *Beatrix Potter*. (ISBN: 0-8234-1181-8); *Felix Salten's Bambi*, adapted by Janet Schulman. (ISBN: 0-689-81954-4); Wilder, Laura Ingalls, *Little House in the Big Woods*. (ISBN: 0-06-44001-8); Milne, A. A., *Winnie-the-Pooh*. (ISBN: 0-14-036121-9); Parin d-Aulaire, Ingri & Edgar, *George Washington*. (ISBN: 978-0-9643803-1-8); Parin d-Aulaire, Ingri & Edgar, *Columbus*. (ISBN: 0-9643803-3-1); Parin d-Aulaire, Ingri & Edgar, *Pocahontas*. (ISBN: 0-9643803-6-6); Smith, E. Brooks & Robert Meredith, *The Coming of the Pilgrims*. (out of print); Brown, Jeff, *Flat Stanley*. (ISBN: 978-1-4351-1212-4); The Church of Jesus Christ of Latter-day Saints, *Book of Mormon Stories*, (ASIN: B000FNQWQI); and The Church of Jesus Christ of Latter-day Saints, *Old Testament Stories*. (ASIN: B000MU1TWG).

Publishable or Significant Projects: Flat Stanley project; A, B, C phonogram book; A, B, C Christmas book; Kindergarten Devotional; Dance Festival; and Me Book.

Memorizations: Smith, Joseph, "First Article of Faith"; Slater, Rosalie, "Starting With Me"; Johnson, Anna, "Child of Royal Birth"; Smith, Joseph, "Second Article of Faith"; Psalm 100; Rossetti, Christina, "Clouds"; and "What Can."

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MATH K

Instructors: Mrs. Strong, lstrong@ahsmail.com , Mrs. Bingham, cynthiabingham@ahsmail.com , Mrs. Peel, tpeel@ahsmail.com, Mrs. Braddy, rbraddy@ahsmail.com

Course Description: In this course, students will learn to recognize numbers and understand the quantity of numbers. They will use numbers to complete basic addition and subtraction problems. They will learn how to correctly write numbers, and be able to do simple geometry, measurement, problem solving, reasoning, graphing, patterning, recognizing and counting money, telling time, and basic fractions through direct instruction, discussion, and exploring with manipulatives using the Right Start Math program. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through the use of the abacus, playing math games, and creating projects with manipulatives. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider reading the weekly class newsletters so that you may discuss with your child the current concepts that are being taught, doing real-life math problem solving with your child on a daily basis.

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MUSIC K

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this course, students will learn new skills, by working with strong and weak beat feelings; recognizing high and low pitches; switching between beat and rhythm; identifying beat as quarter note (ta); eighth notes (ti-ti); rhythm as two sounds on one beat; seven basic rhythm patterns; rest notation; quarter rest; identifying staff, treble clef, and bar lines; writing l-s-m on the staff, and reading the material. Students will learn through observing 2/4 meter, beginning to practice solfege (sol-mi-la), and writing in beat books. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through beat books, devotionals, demonstrations of hand signals, reading the music, using felt staffs, and completing other musical handouts. Students will explore key thematic questions such as, “Why do you think it is important to learn to use our singing voices?” The most reliable way to receive specific information or to receive answers to questions about course work, including topics and timing, is through occasional notes home, email or phone calls. For many students, the most challenging part of class is to master “in-tune” singing, conducting, and demonstrating mastery of skills. To support your student, please consider coming anytime to visit the classroom, especially when invited. Ask students to demonstrate musical skills or songs they have learned.

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PHYSICAL EDUCATION K

Instructor: Ms. Patch, chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. Students will explore key thematic questions such as:

- What would happen to us if we all played all day and never did our work?
- What kinds of activities do we do when we are being idle?
- What can our spirits do with our bodies that we could not do if we only had our spirits?

The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, playing sports or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon or take a walk with your child, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active. The most challenging part of class is to be active at least one hour per day.

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SCIENCE K

Instructor: Mrs. Logan, klogan@ahsmail.com

Course Description: In this course, students will learn about:

Zoology – an introduction to invertebrates and vertebrates with a focus on insects, worms, mammals, fish, reptiles, amphibians, and birds

Astronomy - an introduction to the sun, moon, stars, and planets

Geology – a look at the layers of the earth, types of rocks, and fossils

Anatomy/Physiology – a study of the five senses

Botany – an introduction to flowering plants with a focus on their roots, stem, leaves, flowers, and seeds

Children will learn through asking questions, observing live animals and plants, watching and participating in various classroom demonstrations, viewing PowerPoint presentations and video clips, participating in discussions, and conducting experiments. Students will demonstrate their understanding of the topics by discussing the concepts in class and at home; sorting pictures of animals into their correct families; describing why Earth is in the right place for us; creating a five senses booklet that contains their favorite things to see, smell, taste, touch, and hear; making drawings; and writing or dictating their thoughts about their drawings.

Students will explore key thematic questions such as:

- How do animals contribute to our lives?
- How do plants help us and how do we help them?

The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science News” newsletter that is emailed every week and the Quarterly Overviews that are sent home at the beginning of each quarter. To support your child’s science learning, please consider reading the “Science News” each week so you can ask your child specific questions about what he/she is learning in Science.

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1ST GRADE COURSE DESCRIPTIONS

ART 1

Instructor: Mrs. Parker, jparker@ahsmail.com

Course Description: In this course students will learn to create artwork with their own hands and know that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of the World” they live in. The students will have an introduction to many tools, mediums and styles of creating art images. They will learn about the great masters of the past and that in partnering with the spirit, they can all become accomplished artists. The students will develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students will explore key thematic questions such as:

- How can we appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through two main events that will give each student an opportunity to display their art. The first event is a gallery competition in December celebrating the Christmas Season. The second is the American Heritage art show in May where the work of outstanding artists will be displayed in every grade level from work completed during the year. Guest artists will also be invited to come and demonstrate their skills and knowledge. The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence of each class will be posted starting next week. For many students, the most challenging part is completing assignments during class time and keeping themselves organized. To support your student please consider coloring and cutting at home and encouraging creativity in any media. All students will be expected to do their own personal best performance. The 5th graders will keep a sketchbook with weekly assignments. Participation will be the main emphasis of grades given in every grade level.

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HISTORY 1

Instructors: Mrs. McNamara, jmcnamara@ahsmail.com, Mrs. Anderson, kanderson@ahsmail.com, Mrs. Soderstrom, psoderstrom@ahsmail.com

Course Description: In this course, students will learn about God’s providential view of history and how He calls individuals to forward “His” story as He prepares and protects them. Students will explore key thematic questions such as:

- How does history show evidence of “His Story?”

Christian character is highlighted in the study of Adam and Eve, Noah, Enoch, Abraham, Moses, Abigail and John Adams, and other patriots. Their lives exemplify the principles of liberty of conscience and voluntarily yielding their wills to God. The Christian form of government is introduced through studying the Pilgrims, the foundation of our American government, and national symbols of liberty. While all links on the Chain of Christianity are discussed, our key link focuses on God’s providential preparation of Christopher Columbus, his character, and his mission of discovery. Students will show their understanding and application of their studies by notebook work, memorization, and writing. Each child will feel their equal and independent worth, their potential and unique gifts in Christ, and their use of those gifts in their calling and place in history. The most reliable way to receive specific information about course work, including topics and timing, is through weekly email, paper, or On-line communication from teachers to parents. To support your student, please consider reviewing and discussing the weekly communication.

Key Texts: Witter, Evelyn, *Abigail Adams*. (ISBN: 0915134-94-2); and Roop, Peter and Connie, *Christopher Columbus*. (ISBN: 0439-15807-9).

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LANGUAGE 1

Instructors: Mrs. McNamara, jmcnamara@ahsmail.com, Mrs. Anderson, kanderson@ahsmail.com, Mrs. Soderstrom, psoderstrom@ahsmail.com

Course Description: Language is taught through Spalding Education International program, which is comprehensive of phonemic spelling, rules of composition, and reading. Students will demonstrate their mastery of language through spelling assessments, notebook recording, penmanship, leveled reading advancement, and creative writing. Students are required to do daily homework from their spelling notebook and recording on daily reading logs. The most reliable way to receive specific information about course work, including topics and timing, is through weekly email, paper, or On-line communication from teachers to parents. To support your student, please consider reviewing and discussing the weekly communication.

Key Texts: Spalding, First Grade Teacher's Guide (ISBN:978-1-935289-46-3), Spalding, The Writing Road to Reading (ISBN:978-0-06-208393-7).

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LITERATURE 1

Instructors: Mrs. McNamara, jmcnamara@ahsmail.com, Mrs. Anderson, kanderson@ahsmail.com, Mrs. Soderstrom, psoderstrom@ahsmail.com

Course Description: Literature comes alive as our students learn the importance of classical writings as an expression of life in word and truth, the record of man's spirit and history of the human soul. Students receive a vision of the power of language, identify and discuss its importance as a gift from God, raise the standard of quality in language, and learn to emphasize the individual's responsibility to use this gift as God would have it be used. Students will explore key thematic questions such as:

- How does studying this piece of literature show me how Heavenly Father wants me to be?

Major literary works include: poetry of Isaac Watts, Robert Louis Stevenson, William Blake, and Henry Wadsworth Longfellow; the fictional work of *Pinocchio* by Carlo Collodi; a biography of Abigail Adams; and a fictional tale of *Charlotte's Web* by E.B. White. The principle of Christian Self-government is learned through analyzing the external and internal characteristics of the individuals studied in the literary works. From class discussions, students learn to reason from leading ideas to principles found in scriptural accounts of Noah, Isaac, and Joseph. Students will demonstrate their knowledge and understanding of these works through memorization and notebook recording. The most reliable way to receive specific information about course work, including topics and timing, is through weekly email, paper, or On-line communication from teachers to parents. To support your student, please consider reviewing and discussing the weekly communication.

Key Texts: Collodi, Carlo, *Pinocchio*. (ISBN: 978-0-14-036708-9): The Church of Jesus Christ of Latter-day Saints, *Doctrine and Covenants Stories*. (ASIN: B000F6NOVQ); and White, E.B., *Charlotte's Web*. (ISBN: 0-590-30271-X).

Memorizations: Watts, Isaac, “Praise For Creation”; Stevenson, Robert Louis, “The Swing”; Watts, Isaac, “The Ten Commandments”; Longfellow, Henry Wadsworth, “The Children's Hour”; and Blake, William, “The Lamb.”

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MATH 1

Instructors: Mrs. McNamara, jmcnamara@ahsmail.com, Mrs. Anderson, kanderson@ahsmail.com, Mrs. Soderstrom, psoderstrom@ahsmail.com

Course Description: Saxon math is the mathematical course of study. By mastering math, an individual may more fully demonstrate the character of God especially in the areas of dominion and justice. The scope of math covers the science of numbers and the art of computation with expectation of mastery of the addition facts to twenty. Geometrical shapes are introduced or reviewed, units of measurement including time are taught, and reasoning of mathematical computations from stories is developed. The students will demonstrate their acquired skills through assessments, written and oral, class and homework assignments, and fact mastery. The most reliable way to receive specific information about course work, including topics and timing, is through weekly email, paper, or On-line communication from teachers to parents. To support your student, please consider reviewing and discussing the weekly communication.

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GEOGRAPHY 1

Instructors: Mrs. McNamara, jmcnamara@ahsmail.com, Mrs. Anderson, kanderson@ahsmail.com, Mrs. Soderstrom, psoderstrom@ahsmail.com

Course Description: In this course, students will learn about the creation of the universe, earth, and all creations in view of God's Principle of Individuality. Included are continents, oceans and rivers, mountains, deserts and plains, people's cultures, and cardinal directions. Students will explore key thematic questions such as:

- How does studying this continent denote there is a God?

In addition to being able to discuss what they learn at school and home, students will demonstrate their understanding of these topics through notebook work, map work, and recording. The most reliable way to receive specific information about course work, including topics and timing, is through weekly email, paper, or On-line communication from teachers to parents. To support your student, please consider reviewing and discussing the weekly communication.

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MUSIC 1

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this course, students will learn new skills, building on the skills and repertoire from kindergarten by working with strong and weak beat feelings; recognizing high and low pitches; switching between beat and rhythm; identifying beat as quarter note (ta); eighth notes (ti-ti); rhythm as two sounds on one beat; seven basic rhythm patterns; rest notation; quarter rest; identifying staff, treble clef, and bar lines; writing l-s-m on the staff; and reading the material. Students will explore key thematic questions such as, “Why should we learn to sing songs in different languages?” Students will learn through observing 2/4 meter, beginning to practice solfege (sol-mi-la), and writing in beat books. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through beat books, devotionals, demonstrations of hand signals, reading the music, using felt staffs, and completing

other musical handouts. The most reliable way to receive specific information about course work, including topics and timing, is through occasional notes home and email or phone calls. For many students, the most challenging part of class is to master “in-tune” singing, conducting, and demonstrating mastery of skills. To support your student, please consider coming anytime to visit the classroom, especially when invited. Ask students to demonstrate musical skills or songs they have learned.

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PHYSICAL EDUCATION 1

Instructor: Ms. Patch, chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. Students will explore key thematic questions such as:

- What would happen to us if we all played all day and never did our work?
- What kinds of activities do we do when we are being idle?
- What can our spirits do with our bodies that we could not do if we only had our spirits?

The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival and participating in the Presidential Fitness program. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports or practicing push-ups or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon with your child or take walks, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active.

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SCIENCE 1

Instructor: Mrs. Logan, klogan@ahsmail.com

Course Description: In this course, students will learn about:

- Zoology – a review of invertebrates and vertebrates with an emphasis on animal habitats and the divine design of animals
- Physics – a look at force and motion with a focus on simple machines (levers, inclined planes, wedges, gears, and pulleys)
- Oceanography – comparing freshwater and salt water, a look at the individuality of the plants, animals, and landforms in the ocean
- Anatomy/Physiology – a look at some of the systems of our bodies (skeletal, muscular, circulatory, respiratory, digestion, and waste) and being good stewards of our bodies, particularly through physical activity and good nutrition
- Meteorology – a study of atmosphere, weather, the water cycle, clouds, and thunderstorms

Children will learn through asking questions, observing live animals, watching and participating in various classroom demonstrations, viewing PowerPoint presentations and video clips, participating in discussions, and conducting experiments. Students will demonstrate their

understanding of the topics by discussing the ideas in class and at home; creating a habitat model reflecting appropriate shelter, food, and surroundings for an animal of their choice; creating and using a catapult; participating in an activity to set goals and track progress in physical activity and eating healthy in conjunction with learning about the stewardship we have over our physical bodies; making charts and drawings relative to various topics; and writing or telling their thoughts about their work.

Students will explore key thematic questions such as:

- What does every habitat/ecosystem require to sustain life?
- What can happen when one element is missing?
- What do these truths/principles teach us that can be applied to create happy families?
- How does what we learn about weather and storm preparation apply to your spiritual life?

The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science News” newsletter that is emailed every week and the Quarterly Overviews that are sent home at the beginning of each quarter. To support your child’s science learning, please consider reading the “Science News” each week so you can ask your child specific questions about what he/she is learning in Science

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2ND GRADE COURSE DESCRIPTIONS

ART 2

Instructor: Mrs. Parker, jparker@ahsmail.com

Course Description: In this course students will learn to create artwork with their own hands and know that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of the World” they live in. The students will have an introduction to many tools, mediums and styles of creating art images. They will learn about the great masters of the past and that in partnering with the spirit, they can all become accomplished artists. The students will develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students will explore key thematic questions such as:

- How can we appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through two main events that will give each student an opportunity to display their art. The first event is a gallery competition in December celebrating the Christmas Season. The second is the American Heritage art show in May where the work of outstanding artists will be displayed in every grade level from work completed during the year. Guest artists will also be invited to come and demonstrate their skills and knowledge. The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence of each class will be posted starting next week. For many students, the most challenging part is completing assignments during class time and keeping themselves organized. To support your student please consider coloring and cutting at home and encouraging creativity in any media. All students will be expected to do their own personal best performance. The 5th graders will keep a sketchbook with weekly assignments. Participation will be the main emphasis of grades given in every grade level.

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GEOGRAPHY 2

Instructors: Mrs. Deanna Bingham, dbingham@ahsmail.com, Mrs. Davis, jdavis@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com

Course Description: In this course, students will learn about the providential hand of God in the existence and purpose for the earth. Included will be lessons about the solar system, the motion of the earth and the shape and elements, climate and weather, directions, poles, and geographic circles. The students will also study oceans, seas, rivers and lakes of the world, the seven continents, and the mountains, deserts, plains, and islands. During the study of Jamestown, the students will focus on the state of Virginia. The learning will occur primarily through discussions, notebook work, map making, projects, and activities. Students will explore key thematic questions such as:

- How can studying geographical parts of the earth help us in understanding the creation?
- How does learning about God’s world fit me for his service?
- How can I learn to appreciate God’s Creations?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through the completion of assignments, maps, projects, and notebook work. The most reliable way to receive specific information about course work, including topics and timing, are the weekly newsletters sent home with your child. For many students, the most challenging part of class is to master the map standard, complete maps, assignments, and notebook work in a

timely way as assigned by the teacher. To support your student, please consider being aware of what work needs to be done and offer encouragement for completion of assignments in Geography. There will be very little homework required.

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HISTORY 2

Instructors: Mrs. Deanna Bingham, dbingham@ahsmail.com, Mrs. Davis, jdavis@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com

Course Description: In this course, students will learn the nineteen historical links taught at AHS with emphasis on the following: Old Testament, Bible into English, Jamestown/Pocahontas, Lewis and Clark, North American Indians, and Thomas Jefferson. Students will learn primarily through research, discussions, presentations, group projects, notebook pages, notes, physical activities, and special celebrations. Students will explore key thematic questions such as:

- How do the historical characters demonstrate self-government?
- How has the character's self-government affected themselves and others?
- How has God used providential people in History?
- How has God used events in history to bring about His purposes?

The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletter. For many students, the most challenging part of class is to complete the written work in a timely manner and understand the chronological order of events on the timeline. To support your student, please consider checking the weekly newsletter for curriculum topics, and encouraging your child to complete all of his/her work to be included in the notebook.

Key Texts: d'Aulaire, Ingri and Edgar, *Pocahontas*. (ISBN: 0-385-26607-3); d'Aulaire, Ingri and Edgar, *Benjamin Franklin*. (ISBN: 0-9643803-9-0); and selected biography assigned by teacher.

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LANGUAGE 2

Instructors: Mrs. Deanna Bingham, dbingham@ahsmail.com, Mrs. Davis, jdavis@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com

Course Description: In this course, the students will learn the basic building blocks of the English language including rules of spelling and syllabication using seventy-eight Spalding phonograms; parts of speech; and simple, compound and complex sentence construction. Students are instructed in Spalding manuscript at the beginning of the school year and introduced to Spalding cursive the second half of the school year. In addition, students are introduced to narrative, informative and narrative-informative texts. Students are exposed to fine literature as a teacher reads aloud and as the students chorally read on a daily basis. Instruction is given in the use of effective reading strategies to increase comprehension. Students are taught to monitor their comprehension, make connections within the text, predict the type of text, reformat the text in order to recall key elements, and summarize the text by stating a main idea. Elements of good writing are introduced. Students experience the writing process by writing rough drafts, revising, editing and publishing a personal informative paragraph, several informative paragraphs, two multi paragraph essays comparing and contrasting the lives of two President's wives and two

body systems, and a multi-paragraph essay about the Statue of Liberty. Students will explore key thematic questions such as:

- Do I use clear precise language in writing?
- How can my gift of language benefit others through writing?
- How can language help us in building the Kingdom of God?

Activities and assignments in spelling, reading and writing are clearly modeled and demonstrated to help the student gain proficiency. Students will demonstrate their understanding by daily review of phonograms, weekly preparation for spelling tests, daily sentence construction and language activities, daily listening and choral reading, and weekly writing assignments. Daily oral reading at home is expected.

The most reliable way to receive specific information about course work, including topics and timing, is in the weekly newsletters sent home with your child. For many students, the most challenging part of the class is mastering the phonograms, having acceptable handwriting, and having the knowledge and confidence to organize thoughts into complete sentences and paragraphs. To support your student, please consider working nightly on spelling words that need practicing, reading aloud with your child for fifteen to twenty minutes per day, and reviewing three to five phonograms daily. The occasional extra written homework will also be listed in your child's homework folder.

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LITERATURE 2

Instructors: Mrs. Deanna Bingham, dbingham@ahsmail.com, Mrs. Davis, jdavis@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com

Course Description: In this course, students will learn about literature and its components through the study of the following scriptural and classical literature selections: 23rd Psalm, poetry (Dickenson, Carroll, Longfellow, and Field), *Heidi*, *Pocahontas*, *Benjamin West and His Cat Grimalkin*, Benjamin Franklin, and a selected Shakespeare play. Students will explore key thematic questions such as:

- What themes do we learn from the story and how will you apply it to your life?
- What are the elements of classic literature?
- How do I choose good literature?

They will also learn and demonstrate their understanding through memorization, individual and group reading, teacher read-a-loud, art projects, notebook work, special celebrations, and through music, drama, and art related to the literature. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. For many students, the most challenging part of class is to complete notebook work in a timely manner and understanding the underlying themes and/or components of literature in the studied works. To support your student, please consider taking opportunities to discuss themes taught in the literature (e.g. how God answers prayer, the providential role of Pocahontas) with your child. These will be generally identified in the weekly parent letter. Please be sure your student is current with the reading.

Key Texts: Psalm 23; Longfellow, Henry Wadsworth, *Hiawatha*. (ISBN: 0-14-055882-9); Spyri, Johanna, *Heidi*. Helen B. Dole trans. (ISBN: 0-448-40563-6); Selected poems from Emily Dickenson, Lewis Carroll, and Eugene Field; Henry, Marguerite, *Benjamin West and His Cat Grimalkin*. (ISBN: 0-9705618-0-6); and current play by William Shakespeare.

Publishable or Significant Projects: Freedom Festival Essay—Students write about the topic of freedom, family, God and country and submit it to the yearly essay contest; Write a Psalm—Students will write their own personal Psalm using the language patterned after David in the Bible; Write a poem—Students will create their own poem patterned after one of the following poetry forms: Senses poem, triante, acrostic, or free verse; and Poems can be submitted to the Queen Elizabeth Shakespeare contest.

Memorizations: 2 Nephi 32:3; “Creation Poem”; Psalm 23; Longfellow, Henry Wadsworth, *Hiawatha*; Stephens, Laurie, “Christopher Columbus”; Joshua 24:15; I Samuel 16:7; and “Prayer.”

MATH 2 (SAXON)

Instructors: Mrs. Deanna Bingham, dbingham@ahsmail.com, Mrs. Davis, jdavis@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com

Course Description: In this course, students will learn fundamental math skills including addition and subtraction math fact mastery for numbers 1-10; adding and subtracting of up to three-digit numbers (including carrying/borrowing); beginning multiplication/division facts; telling time, fractions; counting money; making change; identifying and manipulating geometric shapes; using and understanding patterns; solving story problems; reading, interpreting, and making charts, diagrams, and thermometers; measurement (linear-fractional, inch, foot; and liquid-cup, pint, half gallon, gallon); and calendar skills (days of the week, months). Students will explore key thematic questions such as:

- In what ways do you use math at home?
- What attributes of these shapes are the same or different?
- How can we use math concepts to help understand the world God has created?

Students learn these through daily instruction, practice, and homework. When appropriate, manipulatives and other hands-on work are utilized. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through an eighty percent (80%) or better score on the math assessments given after every ten lessons. In addition, they will be able to correctly demonstrate knowledge during the periodic oral assessments. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. For many students, the most challenging part of class is to complete assignments regularly and in a timely way and occasionally to have challenges with a specific math concept. To support your student, please consider overseeing the completion of daily homework, practicing math facts with cards or other methods to ensure mastery, and explaining math concepts that your student is struggling with or notifying the teacher of the difficulty.

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MUSIC 2

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this course, students will learn building on the skills and repertoire from first grade, echoing short melodic patterns, written rhythmic dictation and adding to understanding of basic note notation through recognizing and conducting four beat meter, recognizing half notes (two-oo) and sixteenth notes (tikitiki), learning G, A, E and adding solfege notation of do-re. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through beat books, devotionals, and demonstrations of hand signals, reading the music, using felt staffs, and completing other musical handouts. Students will explore key thematic questions such as, “How does learning

how to read music help us?” The most reliable way to receive specific information about course work, including topics and timing, is through occasional notes home and email or phone calls. For many students, the most challenging part of class is to master “in-tune” singing, conducting, and to demonstrate mastery of skills. To support your student, please consider coming anytime to visit the classroom, especially when invited. Ask students to demonstrate musical skills or songs they have learned.

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PHYSICAL EDUCATION 2

Instructor: Ms. Patch, chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. Students will explore key thematic questions such as:

- What would happen to us if we all played all day and never did our work?
- What kinds of activities do we do when we are being idle?
- What can our spirits do with our bodies that we could not do if we only had our spirits?

The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival and participating in the Presidential Fitness program. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports or practicing push-ups or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon with your child or take walks, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active.

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SCIENCE 2

Instructor: Mrs. Logan, klogan@ahsmail.com

Course Description: In this course, students will learn about:

- Astronomy – the lives and contributions of Copernicus, Galileo, Newton, and Kepler; telescopes; our solar system and the movement of planets; stars and our sun; the similarities and differences of the planets; the moon; other satellites: meteors, asteroids, and comets; space exploration
- Geology – a look at the layers of the earth, plate tectonics, the creation of mountains, earthquakes, volcanoes and geysers, types of rocks, minerals and crystals, weathering and erosion, and soil types
- Botany – the life and contributions of Carl Linneaus and George Washington Carver; a plant’s life cycle; a review of the purposes of plant parts; flowers and pollination; identifying monocots and dicots; annuals and perennials; and an introduction to trees and other nonvascular plants

Children will learn through asking questions, growing and observing plants, watching and participating in various classroom demonstrations, viewing PowerPoint presentations and video

clips, reading in a textbook, participating in discussions, and conducting experiments. Students will demonstrate their understanding of the topics by discussing the ideas in class and at home; creating and presenting a report on a self-selected topic about space; creating a volcano at home to bring to class to use in an eruption simulation; gathering and pressing plant samples at home to put into a plant book in class; making charts and drawings relative to various topics; and writing or telling their thoughts about their work.

Students will explore key thematic questions such as:

- What can the creations in the universe teach us about its Creator?
- As you consider the physical properties of the earth, what do you learn about the use of materials?
- What connection can you make to your own life from what you have learned?

The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science News” newsletter that is emailed every week and the Quarterly Overviews that are sent home at the beginning of each quarter. To support your child’s science learning, please consider reading the “Science News” each week so you can ask your child specific questions about what he/she is learning in Science.

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3RD GRADE COURSE DESCRIPTIONS

ART 3

Instructor: Mrs. Parker, jparker@ahsmail.com

Course Description: In this course students will learn to create artwork with their own hands and know that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of the World” they live in. The students will have an introduction to many tools, mediums and styles of creating art images. They will learn about the great masters of the past and that in partnering with the spirit, they can all become accomplished artists. The students will develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students will explore key thematic questions such as:

- How can we appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through two main events that will give each student an opportunity to display their art. The first event is a gallery competition in December celebrating the Christmas Season. The second is the American Heritage art show in May where the work of outstanding artists will be displayed in every grade level from work completed during the year. Guest artists will also be invited to come and demonstrate their skills and knowledge. The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence of each class will be posted starting next week. For many students, the most challenging part is completing assignments during class time and keeping themselves organized. To support your student please consider coloring and cutting at home and encouraging creativity in any media. All students will be expected to do their own personal best performance. The 5th graders will keep a sketchbook with weekly assignments. Participation will be the main emphasis of grades given in every grade level.

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GEOGRAPHY 3

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Miss Aston laston@ahsmail.com

Course Description: In this course, students will learn about the solar system, the earth and its land/water/atmosphere divisions (including its purpose, the globe, and maps); the continents and their individuality in people, animals and plants, and climate and weather; and reading and understanding physical and political maps. This learning will occur primarily through in-class work, tests, map and globe study, Nystrom lessons, and oral discussions. Students will explore key thematic questions such as:

- How would knowledge of other people and cultures increase understanding and empathy for differences?
- Why does geographic location affect individuals’ perspectives about roles in families and communities?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through creating maps, continent reports, continent celebrations, tests, and climate/weather projects. The most reliable way to receive specific information about course work, including topics and timing, is through weekly newsletters, On-line, and questions to the teacher. For many students, the most challenging part of class is to comprehend various world-views and their differences. To support your student, please consider discussing geography

topics and assignments with your student on a weekly basis and reading and discussing national and international news topics and weather trends with students.

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HISTORY 3

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Miss Aston laston@ahsmail.com

Course Description: In this course, students will learn about the providential view of history, the Christian idea of man and government, the seven principles of America's Christian history and government, and the American Christian founding (Pilgrims-1620) through short stories; using the 19 time-line links; recording notes for the notebook; teacher-led discussions; completing maps, drawings, and illustrations; and special celebration days. Students will explore key thematic questions such as:

- How does studying history with a providential perspective help us view the future with courage and confidence?
- How does the study of history help us see the hand of God in our lives?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through projects, explorer reports, short quizzes, and tests. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home in the student's homework binder, On-line, and questions to the teacher. For many students, the most challenging part of class is to record and file notes in the notebook and comprehend the sequential events in history. To support your student, please consider reading the weekly newsletters sent home to stay current with assigned projects and reports and discussing historical events with students to help them understand the sequence of historical events.

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LANGUAGE ARTS 3

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Miss Aston laston@ahsmail.com

Course Description: In this course, students will learn phonemic/graphemic awareness, syllabication, spelling rules, fluency in reading, reading comprehension, syntax, grammar, composition, Spalding cursive instruction, and vocabulary development through daily class instruction, in-class practice, choral readings, sentence analysis, and composition construction. Students will explore key thematic questions such as:

- How does knowing the parts of speech improve my ability to communicate effectively?
- Why is effective communication necessary to promote and preserve liberty and freedom?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through spelling assessments, essays, and creative writings. The most reliable way to receive specific information about course work, including topics and timing, is through weekly newsletters sent home in the homework binder, on-line, and/or questions to the teacher. For many students, the most challenging part of class is to understand grammar and diagram sentences. To support your student, please consider daily practice of phonograms, review of grammar rules, practice of cursive, spelling word review, and oral/individual reading for 20 min.

per day.

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LITERATURE 3

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Miss Aston laston@ahsmail.com

Course Description: In this course, students will learn about various genre types through defining and identifying the qualities of literature; characterizing literary types; studying the Bible as literature (through the study of Jonah); defining and studying poets and poetry (including Emily Dickenson, Charles Dickens, Robert Frost, and Robert Louis Stevenson); studying classics in light of setting, plot, theme, style, and characterization (major works include *Hans Brinker or the Silver Skates*, *The Magician's Nephew*, *The Lion, the Witch and the Wardrobe*, and *Johann Sebastian Bach, the Boy from Thuringia*); evaluating a biography as a study of character by reading *William Bradford, Pilgrim Boy*; recognizing analogy and symbolism in classic literature; and appreciating the contributions of William Shakespeare to literature as the master playwright. Students will explore key thematic questions such as:

- How does studying others' writing help us understand life experiences and history more fully?
- How does the study of another's character in biographies help us formulate our own value system?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participating in plays, writing a biography and autobiography, writing poetry, and through class celebrations of classic works. The most reliable way to receive specific information about course work, including topics and timing, is the weekly newsletters sent home in the student's homework binder, On-line, and/or questions to the teacher. For many students, the most challenging part of class is the elevated language found in the classics (i.e. Shakespeare's plays). To support your student, please consider reviewing at home the student's favorite part of each chapter; discussing the current reading, focusing on challenging vocabulary and themes; and reading the weekly newsletter to stay informed of assignments.

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MATH 3 (SAXON)

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Miss Aston laston@ahsmail.com

Course Description: In this course, students will learn number sense and numeration, concepts of whole number operations, whole number computation (including addition, subtraction, multiplication, division), fractions and decimals, money, calendars and time, temperature, linear measure, weight (mass), capacity (volume), area, perimeter, volume, spatial relationships and geometric shapes, data and statistics, graphing, probability, problem solving skills and strategies, math language, mathematical reasoning and connecting math to daily life through daily lessons, guided class practice, and assigned homework. Students will explore key thematic questions such as:

- How does building foundational math skills prepare one for higher level critical thinking and real world problem solving?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through class math meetings, homework, oral and written tests, and fact assessments. The most reliable way to receive specific information about course work, including

topics and timing, is through weekly newsletters sent home in the homework binder, On-line, and/or questions to the teacher. For many students, the most challenging part of class is to meet Saxon math requirements for timed grade level fact assessments (addition, subtraction, multiplication and division.) To support your student, please consider reviewing math facts (addition, subtraction, multiplication and division) daily through the use of flash cards, timed practice assessments, and oral review.

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MUSIC 3

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this course, students will learn building on the skills and repertoire from 2nd grade, extending knowledge of notation, identifying more note names on the treble clef, conducting 3 beat meter, introducing low la and low sol through adding rhythmic patterns, learning dotted half note (three-ee-ee) and syncopation, dotted quarter note (ti-tum) and continued staff work. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through devotionals, and demonstrations of hand signals, reading the music, using felt staffs, and completing other musical handouts. Students will explore key thematic questions such as, “Why should we learn to sing in tune, conduct, and become music literate?” “Why is it important to study composers and different styles of music?” The most reliable way to receive specific information about course work, including topics and timing, is through occasional notes home and email or phone calls. For many students, the most challenging part of class is to master “in-tune” singing, conducting, and demonstrate mastery of skills. To support your student, please consider coming anytime to visit the classroom, especially when invited. Ask students to demonstrate musical skills or songs they have learned.

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PHYSICAL EDUCATION 3

Instructor: Ms. Patch, Chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. Students will explore key thematic questions such as:

- What does our classroom look like when each child displays a reverence for learning?
- How does respecting each other’s personal space affect our minds, spirits, bodies, and social skills?
- What can our spirits do with our bodies that we could not do if we only had our spirits?

The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival and participating in the Presidential Fitness program. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports or practicing push-ups or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon with your child or take walks, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active.

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SCIENCE 3

Instructor: Mrs. Logan, klogan@ahsmail.com

Course Description: In this course, students will learn about:

- Zoology – a review of vertebrates and invertebrates; looking at insect characteristics, life cycles, and helpful/harmful insects; a focus on vertebrates: amphibians, reptiles, fish, mammals, and birds
- Anatomy/Physiology – an in-depth look at body systems: skeletal, muscular, circulatory, respiratory, nervous, digestive, and waste removal
- Cytology – the history of cell theory and the scientists who brought us this knowledge, the characteristics of animal and plant cells, microbes, and an introduction to cell reproduction (mitosis)
- Ornithology – the importance of birds, a look at feathers, flight, beaks, feet, eggs, nests, and adaptations of birds that help them thrive (a look at owls as an example)

Children will learn through asking questions, observing live animals, watching and participating in various classroom demonstrations, viewing PowerPoint presentations and video clips, reading in a textbook, making observations using microscopes, participating in discussions, and conducting experiments. Students will demonstrate their understanding of the topics by discussing the ideas in class and at home; choosing an animal to research at home and making a visual presentation about the animal to share in class; creating a body systems model to display at school; studying the life of a scientist of their choice and making a presentation to share their findings with the class; making observations of birds and taking notes in a birdwatching book; making charts and drawings relative to various topics; writing explanations and summaries; and completing assessments.

Students will explore key thematic questions such as:

- How do animals contribute to our lives and how can our actions affect their lives?
- What life lessons can we learn through our observations of cells and how they work and our human body systems and how they interact to make our bodies work?

The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science News” newsletter that is emailed every week and the Quarterly Overviews that are sent home at the beginning of each quarter. To support your child’s science learning, please consider reading the “Science News” each week so you can ask your child specific questions about what he/she is learning in Science.

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INTRODUCTION TO KEYBOARDING 3

Instructor: Melanie McConkie, mmcconkie@ahsmail.com

Course Description: This course is designed as an introduction to keyboarding skills. We know that it becomes more and more essential for students to understand these basic skills at a younger age – such is the time in which we live. In order to help our children be useful tools in the Lord’s hand in an ever-changing technological society, this course will develop and strengthen their ability to effectively use a computer keyboard.

Students will begin their mastery of the following skills:

- Demonstrate understanding of correct ergonomics including posture and hand placement.
- Identify main components of a computer and their uses.
- Strengthen muscle memory, enabling scholars to type without looking at their hands.
- Learn proper keyboarding techniques.
- Name the eight home row keys in proper order.
- Type accurately while a text is dictated or written on a separate paper.
- Type at a speed of at least 15 words per minute with an accuracy of 90% or higher.

4TH GRADE COURSE DESCRIPTIONS

ART 4

Instructor: Mrs. Parker, jparker@ahsmail.com

Course Description: In this course students will learn to create artwork with their own hands and know that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of the World” they live in. The students will have an introduction to many tools, mediums and styles of creating art images. They will learn about the great masters of the past and that in partnering with the spirit, they can all become accomplished artists. The students will develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students will explore key thematic questions such as:

- How can we appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through two main events that will give each student an opportunity to display their art. The first event is a gallery competition in December celebrating the Christmas Season. The second is the American Heritage art show in May where the work of outstanding artists will be displayed in every grade level from work completed during the year. Guest artists will also be invited to come and demonstrate their skills and knowledge. The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence of each class will be posted starting next week. For many students, the most challenging part is completing assignments during class time and keeping themselves organized. To support your student please consider coloring and cutting at home and encouraging creativity in any media. All students will be expected to do their own personal best performance. The 5th graders will keep a sketchbook with weekly assignments. Participation will be the main emphasis of grades given in every grade level.

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GEOGRAPHY 4

Instructors: Mrs. Vance, kvance@ahsmail.com, Mrs. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com

Course Description: In this course, students will learn the foundations of geography, including the creation, the earth in its universal setting. We will also learn mathematical geography, which includes the motions of the earth, shape and size of the earth, and climatic circles. Physical geography will include a study of the lithosphere, hydrosphere, and atmosphere. Utah political geography includes, man, religions, nations, governments, and industries. Students will also study the geography of India and Australia. Learning will take place through course instruction, practicing map skills, kinesthetic activities, and oral and written exams. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through a county report, group work, and weekly geography bee assignments. The most reliable way to receive specific information about course work, including topics and timing, is on-line. To support your student, please visit areas of Utah and enjoy the diverse geography of our state.

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HISTORY 4

Instructors: Mrs. Vance, kvance@ahsmail.com, Mrs. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com

Key Principle: How the Seed of Local Self-Government is Planted

Course Description: In this course, students will research colonial America from 1607-1775. They learn how the seeds of a Christian nation are planted, which include 150 years of local self-government. This time period covers the French and Indian War and events leading to the Revolutionary War. In preparation for Utah History, we study Lewis and Clark and Mountain Men. Utah History includes exploration of Utah, trappers in Utah, the coming of the Mormons, Utah pioneer life, Utah Indians, colonization of Utah, and political history of Utah. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through reports, essays, tests, and term projects. History comes alive with guest speakers, field trips, celebrations, and living history. The most reliable way to receive specific information about course work, including topics and timing, is on-line. To support your student, please discuss events of historical significance as you visit the various regions of the state.

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LANGUAGE 4

Instructors: Mrs. Vance, kvance@ahsmail.com, Mrs. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com

Course Description: In this course, students will be instructed in the eight parts of speech, composition skills, Greek and Latin roots, phonograms, dictionary and research skills, and the proper use of language. Students will learn how to write compositions, reports, and poetry. Language studies also include: reading comprehension, spelling, grammar, and elocution. The most reliable way to receive specific information about course work, including topics and timing, is on-line. To support your student, please practice spelling and have your child read 20 minutes every day.

Publishable or Significant Projects: Book Reports (seven throughout the school year); one to two-page, hand written term report identifying plot, main characters and theme of a book; Friendly Letters; Thank You Notes; Post Cards; Writing with details (2-3 paragraphs using descriptive words and details); Write about a Picture (write a story about what is happening in a picture using both declarative and interrogative sentences); Writing about a maxim (Explain the meaning and what can be learned from the maxim); Writing using information from an encyclopedia (use own words to write about factual information on a selected subject); Quotation Marks (Write a short story that includes conversations between two or more people. Use correct punctuation.); and Write using comparisons (using adjectives).

Memorizations: 2 Ne. 25:26; Ether 12:27; Moroni 10:4-6; Mosiah 4:30; 1 Ne. 19:9; 1 Ne. 19:23; Proverbs 3:5-6; Luke 2:11-14; Sharpe, R.L., "A Bag of Tools"; Jefferson, Thomas, "Advice From Thomas Jefferson; Alexander, Cecil Frances, "All Things Bright and Beautiful"; Wadsworth, Henry, "The Arrow and the Song."

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LITERATURE 4

Instructors: Mrs. Vance, kvance@ahsmail.com, Mrs. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com

Course Description: Fourth grade literature enables students to develop a life-long appreciation for literary excellence. Literary texts include (1) Proverbs, (2) A Child's Story of the Prophet Brigham Young, (3) Johnny Tremain, (4) Poetry of Noyes, Longfellow, Wordsworth, and Phyllis Wheatley, (5) The Secret Garden, and (6) a Shakespeare play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through identifying literary elements by marking their texts, creating t-charts, writing essays, and memorizations. The most reliable way to receive specific information about course work, including topics and timing, is on-line. To support your student, please discuss the literature each week.

Publishable or Significant Projects: Character Studies; Biographical Sketches of Authors; and Poetry.

Memorizations: "Fishers of Men" by Alfred Noyes, "The Village Blacksmith" and "The Singers" by Henry Wadsworth Longfellow, "All Things Bright and Beautiful" by Cecil Frances Alexander, Proverbs 3:5-6, 1 Nephi 3:7, Mosiah 3:19, Helaman 5:12

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MATH 4 (SAXON)

Instructors: Mrs. Vance, kvance@ahsmail.com, Mrs. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com

Course Description: In this course, students use the Saxon Math 54 textbook. Foundational mathematical skills are practiced using manipulatives, problem sets, mental math, assessments, and memorization of math facts. By the end of the fourth grade, students are expected to complete 100 addition problems, 100 subtraction problems, 100 multiplication problems (through 12), and 90 division problems in under five minutes each. The most reliable way to receive specific information about course work, including topics and timing, is on-line. To support your student please practice the math facts at home, and review daily assignments.

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MUSIC 4

Instructor: Mrs. Hancock, chancock@ahsmail.com

Course Description: In this course, students will learn to develop a life-long appreciation and love for quality music, to expand vocal range, develop a musical ear, sight-singing, solfege/hand signs, rhythm, instruments, theory, and composer listening through a basic singing curriculum, including warm-up and vocal play and unison and part singing, and through writing melodic and rhythmic dictation, and experience in choral singing. Students will explore key thematic questions such as, "Why is it helpful to learn the skills to read music?" Each day the students will sing, listen, write, conduct, and broaden their skills in music literacy. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participating in devotionals, concerts, Patriot Programs, term projects (including a concert report and a musical quote assignment), and maintaining a notebook. The most reliable way to receive specific information about course work, including topics and timing, is through occasional handouts sent home in the student's backpack, the newsletter, Friday Facts, and On-line. For many students, the most challenging part of class is to have an attitude and willingness

to participate, memorize and perform. To support your student, please consider attending concerts, being familiar with concert dress requirements. Ask your student to share what they are learning in music. Consider visiting the class; we have an open door policy.

Key Texts: Jaccard, Jerry L. EdD., *A Developmental Music Curriculum* (ISBN: 0-7003-9283-1).

Publishable or Significant Projects: Students will attend a live music performance, recital, or concert, and write a review of their experience including who, when, where, what, and write a paragraph on their likes and dislikes. Students will complete a Musical Quote 4-R'ing assignment by researching an inspirational quote on music. They will produce a visual display of their quote, citing the source, and share it with the class. Students will participate in the Christmas Concert, Patriotic Program, Spring Sing, and their Class Devotional. At the conclusion of their concerts, the student will complete an essay evaluating the performance including a self-assessment.

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PHYSICAL EDUCATION 4

Instructor: Ms. Patch, Chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. Students will explore key thematic questions such as:

- What does our classroom look like when each child displays a reverence for learning?
- How does respecting each other's personal space affect our minds, spirits, bodies, and social skills?
- What can our spirits do with our bodies that we could not do if we only had our spirits?

The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival and participating in the Presidential Fitness program. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports or practicing push-ups or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon with your child or take walks, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active.

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SCIENCE 4

Instructor: Mrs. Logan, klogan@ahsmail.com

Course Description: In this course, students will learn about:

- Physics – the lives and contributions of Galileo and Newton, force and motion, laws of motion, forms of energy, and sound as a form of energy
- Oceanography – the life and contributions of Matthew Maury, ocean water (chemical content, currents, waves, and tides), the ocean floor, plant and animal life in the ocean, and conservation of the ocean

- Chemistry – atomic structure and molecules, properties and states of matter, physical and chemical changes, mixtures and compounds
- Meteorology – water cycle, atmosphere, weather, weather instruments, clouds, and various kinds of storms
- Science-related careers

Children will learn through asking questions, observing and participating in various classroom demonstrations, viewing PowerPoint presentations and video clips, reading in a textbook, doing independent research, participating in discussions, and conducting experiments, and by using the scientific method to create a science fair project of their choosing. Students will demonstrate their understanding of the topics by discussing the ideas in class and at home; creating a “mousetrap” invention to demonstrate transfers of energy; choosing an ocean animal, plant, or land form to study and making a visual and writing a summary of their learning to share with the class; creating a science fair project; choosing a science-related career, interviewing someone with the job or researching about the job, then writing a summary of their findings to share with the class; making charts and drawings relative to various topics; writing explanations and summaries; and completing assessments.

Students will explore key thematic questions such as:

- How do our observations of principals of physics relate to the cause and effect relationship of choice and accountability?
- What life lessons can we learn from our observations of the ocean – its movements, occupants, and land formations?
- What are some possible occupation choices available to you that use science?

The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science News” newsletter that is emailed every week and the Quarterly Overviews that are sent home at the beginning of each quarter. To support your child’s science learning, please consider reading the “Science News” each week so you can ask your child specific questions about what he/she is learning in Science.

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KEYBOARDING 4

Instructor: Melanie McConkie, mmcconkie@ahsmail.com

This course is designed as a continuation of keyboarding skills and an introduction to word processing skills. We know that it becomes more and more essential for students to understand these basic skills at a younger age – such is the time in which we live. In order to help our children be useful tools in the Lord’s hand in an ever-changing technological society, this course will develop and strengthen their ability to effectively use a computer keyboard.

Students will continue working on mastery of the following skills:

- Demonstrate understanding of correct ergonomics including posture and hand placement.
- Identify main components of a computer and their uses.
- Strengthen muscle memory, enabling scholars to type without looking at their hands.
- Continue to use proper keyboarding techniques.
- Memorization of the entire keyboarding and correct fingering of all keys.

- Type accurately while a text is dictated or written on a separate paper.
- Type at a speed of at least 20 words per minute with an accuracy of 90% or higher.
- Introduction to Microsoft Word and its functions.

5TH GRADE COURSE DESCRIPTIONS

ART 5

Instructor: Mrs. Parker, jparker@ahsmail.com

Course Description: In this course students will learn to create artwork with their own hands and know that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of the World” they live in. The students will have an introduction to many tools, mediums and styles of creating art images. They will learn about the great masters of the past and that in partnering with the spirit, they can all become accomplished artists. The students will develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students will explore key thematic questions such as:

- How can we appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through two main events that will give each student an opportunity to display their art. The first event is a gallery competition in December celebrating the Christmas Season. The second is the American Heritage art show in May where the work of outstanding artists will be displayed in every grade level from work completed during the year. Guest artists will also be invited to come and demonstrate their skills and knowledge. The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence of each class will be posted starting next week. For many students, the most challenging part is completing assignments during class time and keeping themselves organized. To support your student please consider coloring and cutting at home and encouraging creativity in any media. All students will be expected to do their own personal best performance. The 5th graders will keep a sketchbook with weekly assignments. Participation will be the main emphasis of grades given in every grade level.

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GEOGRAPHY 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com, Mrs. Hansen, khansen@ahsmail.com,

Course Description: Course Description: In this course, students will learn about the definition of geography; the Earth and Creation; Earth in the solar system; hemispheres, meridians, tropics, continents; the lithosphere (landforms); the hydrosphere (water); the atmosphere; maps and map work, including the World, North America, and a special focus on the United States and its regions: New England Region, Southwestern Region, Great Lakes Region, Great Plains Region, Southwestern Region, Mountain States Region, and the Atlantic Region. Students will explore key thematic questions such as:

- How does learning about geography change our understanding of cultures and people?
- How does learning about the political and physical geography of the United States affect our understanding of early US history?

The students will learn primarily through mastering the vocabulary of geography and studying each region of the United States as they research each state and record what they have learned by labeling and coloring maps. We reason to learn how Heavenly Father made the world in such a way as to make His Plan of Happiness possible and relate this to each region or state as we use geography in our literature, history, and study of the Doctrine and Covenants. We memorize the states and capitals as we learn about them. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through a State Report, map-work

of each of the United States regions with questions and tests, and finishing their own —United States Flash Cards|| to study and memorize for the final Fifty States and Capitals Test. The most reliable way to receive specific information about course work, including topics and timing, is on-line or class newsletters. For many students, the most challenging part of class is to memorize all fifty states and capitals. To support your student, please consider practicing with them as they memorize the states and capitals (they will memorize them regionally during the year and then complete a final at the end of the year).

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HISTORY 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com , Mrs. Hansen, khansen@ahsmail.com,

Course Description: In this course, students will learn the discovery, settlement, and history of the American Nation and how it has fulfilled God’s purposes in the establishment of Zion in our time. The course covers primarily the years from 1492-1865, including Columbus and other explorers, the English settlement of America, the French and Indian War, Revolution, the War of Independence, the establishment of our government, its Westward settlement and the Civil War. Students will learn through classroom lessons, discussions, maps, timelines, research papers, celebrations, artifact showings, demonstrations, and Civil War Days activities. Students will explore key thematic questions such as:

- What is it about this person’s character and courage that we can emulate and make better in helping to shape the future of our country?
- How am I preparing to make a difference in history?
- What do we learn from the past that can influence our future?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through quizzes, tests, memorizations, a president report, projects, worksheets, and the Freedom Festival Essay. The most reliable way to receive specific information about course work, including topics and timing, is on-line or newsletters. For many students, the most challenging part of class is The Freedom Festival Essay. To support your student, please consider asking about the stories they hear from history and letting them share their understanding of them.

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LANGUAGE 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com, Mrs. Hansen, khansen@ahsmail.com,

Course Description: In this course, students will learn orthography (spelling, penmanship); etymology (vocabulary, word study); syntax (grammar); and composition and poetry; and speaking. Students will demonstrate mastery of the phonograms through composition with accurate spelling and grammar skills, practicing cursive writing and penmanship as they record what they have learned in their notebooks; memorizing vocabulary for all Literature, History, Geography, etc.; doing word studies in all our subjects; making their own set of flash-cards to learn eighty Greek and Latin Root Words; using *ABEKA: God's Gift of Language Grammar & Writing* method; and then using *F.A.C.E.* method of grammar to reason as they learn to diagram sentences. Students will explore key thematic questions such as, "How can the development of proper language help me in my communication skills and in my personal life, professional life, and in being a better steward in God's kingdom?" Students will practice writing many original compositions by writing a first, second, and final draft. They learn to memorize and then practice speaking to large audiences when they present *The Patriotic Program* to the school and community. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through spelling notebooks and spelling tests; grammar workbooks; root-word flash cards; and word studies. They will write reports, letters, essays, stories, poetry and other forms of compositions and then present some to the class. The most reliable way to receive specific information about course work, including topics and timing, is on-line or Class Newsletters. For many students, the most challenging part of class is spelling. To support your student, please consider making sure they know the phonograms (and please practice with them until they do) and practicing spelling words with them each night – they need to write the words that we learned that day and any that they misspelled on the test that day as well as working with them on their parts for the Patriotic Program and other memorizations.

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LITERATURE 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com, Mrs. Hansen, khansen@ahsmail.com,

Course Description: In this course, students will learn to appreciate “The Seven Loves of Literature, Robert Frost & his poetry, Literature of the Bible (*The Book of Ruth*), *Carry On, Mr. Bowditch* by Jean Lee Latham, *Little Women* by Louisa May Alcott, *Abraham Lincoln* by Wilbur Gordy & William Shakespeare with selected readings from Shakespeare. Students will explore key thematic questions such as, “What do I learn from the ongoing struggles and things of this character that can give me hope in my life?” Students will learn the elements of literature, primarily through researching the background of the book, the author, and the setting; studying the vocabulary of the book as we read the literature together and discover the plot; and reasoning together about how the main characters show good or bad traits that we would want or not. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through memorizations (i.e. scriptures from the Doctrine and Covenants, Hugo Grotius’ – True Liberty, John Bunyan’s – To Be a Pilgrim, Louisa May Alcott’s – A Little Kingdom, Henry W. Longfellow’s – Christmas Bells, Robert Frost’s – The Road Not Taken, and Abraham Lincoln’s – Gettysburg Address), word studies, essays, papers, creative writing, vocabulary tests, and other work in our Notebooks. The most reliable way to receive specific information about course work, including topics and timing, is on-line or class newsletters. For many students, the most challenging part of class is to memorize the – Gettysburg Address and learn new vocabulary. To support your student, please consider helping them practice their memorizations and working with them each week on the vocabulary lists.

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MATH 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com, Mrs. Hansen, khansen@ahsmail.com,

Course Description: In this course, students will learn basic arithmetic through the foundations of geometry, measurement, algebra, and scale and graph reading through daily lessons taught in class, daily problem sets (twenty-five questions), and timed math mastery practice sets. Students will explore key thematic questions such as:

- How do math principles apply to me in the real world today?
- How does learning an exact science, such as mathematics, prepare me for life?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through assessments, which will be given after approximately five lessons have been taught and will be about on a weekly basis. The most reliable way to receive specific information about course work, including topics and timing, is on-line or newsletters. For many students, the most challenging part of class is to (1) keep up a daily homework schedule which is crucial to master each principle being introduced; (2) show how each problem is solved, not just writing the answer down when any calculation is involved; and (3) work being neat and clearly written. To support your student, please consider checking to see that the daily problem set is done each day and going over concepts to help answer questions that may arise at home. About 20 minutes of class time will be used for working on the problem set, however it is helpful to go over the set at home.

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MUSIC 5

Instructor: Mrs. Hancock, chancock@ahsmail.com

Course Description: In this course, students will learn to develop a life-long appreciation and love for quality music, to expand vocal range, develop a musical ear, sight-singing, solfege/hand signs, rhythm, instruments, theory, and composer listening through a basic singing curriculum, including warm-up and vocal play and unison and part singing, and through writing melodic and rhythmic dictation, and experience in choral singing. Students will explore key thematic questions such as, “How can singing in a choir relate to relationships with others?” Each day the students will sing, listen, write, conduct, and broaden their skills in music literacy. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participating in devotionals, concerts, Patriot Programs, term projects (including a concert report and a musical quote assignment), and maintaining a notebook. The most reliable way to receive specific information about course work, including topics and timing, is through occasional handouts sent home in the student’s backpack, the newsletter, Friday Facts, and On-line. For many students, the most challenging part of class is to have an attitude and willingness to participate, memorize and perform. To support your student, please consider attending concerts, being familiar with concert dress requirements. Ask your student to share what they are learning in music. Consider visiting the class; we have an open door policy.

Key Texts: Jaccard, Jerry L., EdD., *A Developmental Music Curriculum*. (ISBN: 0-7003-9283-1); Selected Sheet Music; and *Hymns of The Church of Jesus Christ of Latter-day Saints*. (ISBN 978-1085434010).

Publishable or Significant Projects: Students will attend a live music performance, recital, or concert and write a review of their experience including who, when, where, what, and write a paragraph on their likes and dislikes. Students will complete a Musical Quote 4-R’ing assignment by researching an inspirational quote on music. They will produce a visual display of their quote, citing the source, and share it with the class. The students will participate in the Christmas Concert, Patriotic Program, Spring Sing, and their Class Devotional. At the conclusion of their concerts, the student will complete an essay evaluating the performance including a self-assessment.

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PHYSICAL EDUCATION 5

Instructor: Mrs. Olpin, lolpin@ahsmail.com

Course Description: In this course, students will learn teamwork, sportsmanship, honesty, tolerance, flexibility, attitude, cooperation, self-discipline, and determination through a variety of sports and games such as four-square, ultimate Frisbee, soccer, flag football, dodge ball, basketball, kickball, capture the flag, etc. Students will explore key thematic questions such as:

- How can you use the idea of teamwork in your life, in your family, and in your class?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through active participation in the scheduled sport, game or activity. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is working to achieve their individual Presidential Fitness goals. To support your student, please consider encouraging your child to be physically active thirty to sixty minutes each day, checking On-line for the scheduled weeks for Presidential Fitness testing, and asking your child about the results of his/her test, then encourage your child to set and work toward a goal.

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SCIENCE 5

Instructor: Mrs. Logan, Klogan@ahsmail.com, and Mrs. Newman, jnewman@ahsmail.com

Course Description: In this course, students will learn about the biological sciences with concentrations on the Animal Kingdom (Zoology) and the Plant Kingdom (Botany). Students will explore key thematic questions such as:

- What processes drive the movement of Earth's physical body?
- How do the elements of creation relate to humans and their divinity?
- What are key components of the life cycle of plants?

The year will start with a brief tutorial on the basics of science, its history and the importance of the scientific method. As with all AHS science classes, the most important theme is developing a complete understanding of Heavenly Father's divine hand in the creation of all things and the tying of science and faith together in a manner that will support students throughout their life regardless of where their education or vocation may take them. The focus will be on biology in general terms rather than the more specific. We will study individual plants and animals, their characteristics, and their role in Heavenly Father's world rather than on scientific classifications and internal structure. We want students to become familiar with the plants and animals in their world and develop an appreciation for the miracles that surround them every day. The primary method of instruction will be lecture and PowerPoint slide presentations, along with approved movies. Each class always begins with prayer and a scripture that is linked to the subject being taught. Presentations are designed in compliance with the 4R method (research, reason, relate, record). Each student will have a notebook that they are responsible for, and the notebook will be graded. In concert with handouts, this notebook will become their textbooks. Open discussion is encouraged, so we use a great many beautiful pictures of the plants and animals to discuss and relate their various characteristics to their habits and niche. In addition to being able to discuss the topics students will demonstrate their understanding through short exams given after each section of study (e.g. wolves). There will be no end of term exam. All fifth grade students will have a yearlong project to take pictures of fifteen plants and animals. This will be due the week BEFORE the last week. The most reliable way for parents to receive specific information about course work, including topics and timing, is through reviewing the student's science folder once a week to see how well they are progressing. For many students the most challenging part is that science has a tendency to become more complicated than it really is at this point in their academic career. If this becomes the case or your student has a special need (i.e. they can't read the board or hear me speak, please contact the teacher so proper arrangements may be made for them. To support your student, please consider dedicating fifteen to twenty minutes a week (split up) to discuss what they have learned, what they may be confused about, or what they think of the classroom environment. Please have them bring home their notebook at least twice a term to review it with them for completeness and neatness.

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KEYBOARDING 5

Instructor: Melanie McConkie, mmcconkie@ahsmail.com

This course is designed as a continuation of keyboarding skills and an introduction to word processing skills. We know that it becomes more and more essential for students to understand these basic skills at a younger age – such is the time in which we live. In order to help our children be useful tools in the Lord's hand in an ever-changing technological society, this course will develop and strengthen their ability to effectively use a computer keyboard.

Students will continue working on mastery of the following skills:

- Demonstrate understanding of correct ergonomics including posture and hand placement.

- Identify main components of a computer and their uses.
- Strengthen muscle memory, enabling scholars to type without looking at their hands.
- Continue to use proper keyboarding techniques.
- Memorization of the entire keyboarding and correct fingering of all keys.
- Type accurately while a text is dictated or written on a separate paper.
- Type at a speed of at least 25 words per minute with an accuracy of 90% or higher.
- Continued introduction to Microsoft Word and its functions.

6TH GRADE COURSE DESCRIPTIONS

ART 6

Instructor: Ms. Culver, cculver@ahsmail.com

Course Description: In this course, students will learn understanding that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of this World.” They are introduced to many mediums and styles of creating art images. They learn that partnering with the spirit; they may all become wonderful artists. The students develop their talents through persistent efforts in drawing and painting. They each have personal sketchbooks provided by our school, where weekly homework is required. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through three events that will give each student an opportunity to display their art. These events include a gallery competition in December, a State-wide competition, that will challenge them, in developing Arbor Day posters, and the American Heritage School Art Show which will display all work completed during the year. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to complete assignments during class time, keep them organized, and remember their sketchbooks. To support your student, please consider checking your student’s sketchbooks and giving encouragement.

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GEOGRAPHY 6

Instructors: Mr. Randall, jrandall@ahsmail.com, Mrs. Fallon, afallon@ahsmail.com, Mrs. Stanford mstanford@ahsmail.com.

Course Description: In this course, students will identify and memorize the countries and capitals located in Asia, Europe, and Africa. In addition, they will learn key map concepts, terms, and locations in a Christian concept relating to the Creation; Dispensations of Adam, Enoch, Noah, Abraham, Moses, Christ and Apostles; the Apostasy; and Old England. Civilizations of focus will include the World, Mesopotamia (Israel, Egypt, Assyria, and Babylon), Greece, Rome, and English geography. Students will learn through the principle approach methodology (researching, reasoning, relating, and recording) while using maps, notebooks, PowerPoints, and atlases. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through map sketches and quarterly tests (written and oral). Students will explore key thematic questions such as:

- How does the earth’s topography, political boundaries, and national character effect its relationship with the events of history?
- What are all of the countries and capitals of the Eastern Hemisphere and why is it important that I learn them?

Some will require a memorization of facts while others will demonstrate depth of understanding in key concepts and how they relate to the Seven Principles of American Christian Education. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher’s weekly email. For many students, the most challenging part of class is to memorize the vast amount of information about people, places, and events studied in geography. To support your student, please consider drilling Middle East, Asian, European, and African capitals and countries, key places, and events connected with these civilizations.

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HISTORY 6

Instructors: Mr. Randall, jrandall@ahsmail.com, Mrs. Fallon, afallon@ahsmail.com, Mrs. Stanford mstanford@ahsmail.com.

Course Description: In this course, students will learn about the Creation; the Dispensations of Adam, Enoch, Noah, Abraham, Moses, Christ and Apostles; the Apostasy; and the Renaissance, Civilizations of focus include the World, Mesopotamia (Israel, Egypt, Assyria, and Babylon), Greece, Rome, and England. Students will learn through the principle approach methodology (researching, reasoning, relating, and recording) through oral reports, maps, notebooks, and PowerPoints. Students will explore key thematic questions such as:

- How does God use nations and individuals to move the cause of liberty?
- What is the cause/effect relationship as the chain of liberty moves from nation to nation?
- What is my place and mission in God's plan as I learn to discuss right and wrong from the internal characters of history?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through daily assignments and assessments (written and oral). Students will demonstrate depth and understanding of key concepts discussed and their relation to the seven principles of American Christian Education. We will also use activity sheets and 4 written history reports throughout the year. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher's weekly email. For many students, the most challenging part of class is to keep up with reasoning and relating through writing and to participate in classroom discussion. To support your student, please consider initiating conversations with your child regarding principles, lessons, and events connected with each civilization. Discuss with your students the seven principles of American Christian Education as they relate to the Old Testament and World Civilization history.

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LANGUAGE 6

Instructors: Mr. Randall, jrandall@ahsmail.com, Mrs. Fallon, afallon@ahsmail.com, Mrs. Stanford mstanford@ahsmail.com.

Course Description: In this course, students will learn spelling, Greek & Latin roots, grammar, vocabulary, cursive, composition styles and mechanics, and memorization skills. Students will be able to explore principle-based questions:

- How does my ability to research, reason, and relate effect the choices I make and my overall freedom?
- How can I record in my heart and mind using God's gift of language to express my ideas, thoughts, and feelings in a respectful, articulate and correct manner of expression?

All of our learning will be principle-based. We will use the notebook method for written record for assignments throughout all areas of the curriculum. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher's weekly newsletters and emails. Students will receive a copy of the weekly newsletter. As students and parents work together to review the weekly newsletter, students will be able to develop self-governance in completing and returning assignments in a neat and punctual manner.

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Spelling, Greek & Latin Roots

Spaulding: *The Writing Road to Reading* (Teacher resource)

Students will continue to review and study words which are most commonly used, as well as studying and applying prefixes, suffixes, and Greek & Latin roots.

Grammar

Students will study parts of speech, parts of a sentence, types of sentences, diagramming, editing and mechanics. Students will be able to apply grammar concepts correctly in casual and formal speaking and writing.

Vocabulary

Students will study vocabulary from class literature sources and be able to use context clues, grammar skills, and dictionaries to determine definitions and connotations.

Cursive

Students will continue to practice correct and neat cursive formation. Cursive will be required for all written assignments throughout the curriculum.

Word Studies

Students will learn how to Research, Reason, Relate and Record specifically assigned principle-based words. Students will be able to research the definition (including related synonyms); reason and record the meaning of the word through individually selected relative quotes from LDS leaders and other wise men and women; relate ways to personally apply the reasoned principle; and then conclude with a personal definition based on their research, reasoning, and personal relating in a well-written complete paragraph.

Composition

Applying the 4-R-ing process, students will be able to relate their understanding of concepts from spelling, roots, grammar, vocabulary and cursive and record their work in complete and well-reasoned paragraphs (topic/thesis sentence, details, conclusion sentence) throughout all areas of the curriculum. Students will learn how to write 5 paragraph essays for various topics throughout the curriculum, including research and works cited skills.

Memorization

Students will be able to memorize and recite assigned scriptures, quotes, and/or official documents. Sixth graders will be memorizing “The Living Christ: The Testimony of the Apostles of The Church of Jesus Christ of Latter-Day Saints.” This will be broken down into paragraphs to be memorized January through May. Students will be able to practice using proper public speaking skills: eye contact, poise, articulation, inflection, and projection throughout their recitations. Student will be able to apply their memorization and speaking skills to oral report presentations assigned throughout the curriculum.

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LITERATURE 6

Instructors: Mr. Randall, jrandall@ahsmail.com, Mrs. Fallon, afallon@ahsmail.com, Mrs. Stanford mstanford@ahsmail.com.

Course Description: In this course, students will learn the “Seven Loves of Literature” and how to choose good reading material. We will study the author, background, settings, themes, and vocabulary of the following novels: *The Children’s Homer*, *The Bronze Bow*, and *Men of Iron*. Students will explore key thematic messages such as:

- The Plan of Salvation: symbols, archtypes, parallels, and similarities with Latter-Day Saint theology.
- Personal mission and purpose relating to God’s plan for the individuality of his children.
- Overcoming the natural man through comparing and contrasting internal and external character qualities.

All seven FACE principles will be discovered and discussed in each of these novels through the teacher reading aloud, researching, reasoning, relating, and recording. We will complete word studies, research vocabulary, and complete character charts of the major and supportive characters. We will use the notebook method for recording. We will have daily discussions. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through daily vocabulary notebook additions, chapter work, reading comprehension assessments, oral presentations, group discussions and individual and group work. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher’s weekly email. For many students, the most challenging part of class is to participate and assess on the significant amount of reasoning, relating, and writing involved. If a student keeps focused and remains on task during a lesson, he/she will not have daily literature homework. To support your student, please consider having a daily conversation about the day’s lesson to help determine understanding. Also, please ask your child about any principles he/she may have reasoned and related.

MATH 76

Instructors: Mr. Randall, jrandall@ahsmail.com, Mrs. Fallon, afallon@ahsmail.com, Mrs. Stanford mstanford@ahsmail.com.

Course Description: This course reinforces basic math concepts previously learned and introduces new concepts. Topics covered include numeration, basic operations, fractional concepts (fractions, decimals, percent, ratios, rates,) estimation, and number theory. The goal for all students is to have a thorough foundation of concrete mathematical concepts and procedures that will enable student to succeed as they progress through spiral review in the field of math.

Prerequisite knowledge for this class includes:

- Mastery of math facts
- Earning a B- or better in Math 65
- Permission from instructor

Students will explore key thematic questions such as:

- How does God use mathematics to number, order, and calculate his kingdom?
- What are the patterns, equations, problem solving, and analytical data that I can see and use in my own life?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through daily exercises and cumulative tests, which will be taken every 5 lessons or nearly every week. The most reliable way to receive specific information about course work, including topics and timing, is through weekly newsletters. For many students, the most challenging part of class is to master rules for signed numbers and conceptual understanding of fractions and manipulation skills for working with fractions. To support your student, please

consider ensuring mastery of math facts before the school year begins and continually reviewing math facts throughout the year and by staying up-to-date on-line and contacting teacher with questions or concerns or if test scores fall below 80%.

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MUSIC 6

Instructor: Mrs. Hancock, chancock@ahsmail.com

Course Description: In this course, students will learn to develop a life-long appreciation and love for quality music, to expand vocal range, develop a musical ear, sight-singing, solfege/hand signs, rhythm, instruments, theory, and composer listening through a basic singing curriculum, including warm-up and vocal play and unison and part singing, and through writing melodic and rhythmic dictation, and experience in choral singing. Students will explore key thematic questions such as, “What life lessons can students gain from 4R-ing an uplifting musical quote?” Each day the students will sing, listen, write, conduct, and broaden their skills in music literacy. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participating in devotionals, concerts, Patriot Programs, term projects (including a concert report and a musical quote assignment), and maintaining a notebook. The most reliable way to receive specific information about course work, including topics and timing, is through occasional handouts sent home in the student’s backpack, the newsletter, Friday Facts, and On-line. For many students, the most challenging part of class is to have an attitude and willingness to participate, memorize and perform. To support your student, please consider attending concerts, being familiar with concert dress requirements. Ask your student to share what they are learning in music. Consider visiting the class; we have an open door policy.

Key Texts: Jaccard, Jerry L., EdD., *A Developmental Music Curriculum*. (ISBN: 0-7003-9283-1); Selected Sheet Music; and *Hymns of The Church of Jesus Christ of Latter-day Saints*. (ISBN 978-1085434010).

Publishable or Significant Projects: Students will attend a live music performance, recital, or concert and write a review of their experience including who, when, where, what, and write a paragraph on their likes and dislikes. Students will complete a Musical Quote 4-R’ing assignment by researching an inspirational quote on music. They will produce a visual display of their quote, citing the source, and share it with the class. The students will participate in the Christmas Concert, Patriotic Program, Spring Sing, and their Class Devotional. At the conclusion of their concerts, the student will complete an essay evaluating the performance including a self-assessment.

Memorizations: All music for programs and concerts.

PHYSICAL EDUCATION 6

Instructor: Mrs. Olpin, lolpin@ahsmail.com

Course Description: In this course, students will learn teamwork, sportsmanship, honesty, tolerance, flexibility, attitude, cooperation, self-discipline, and determination through a variety of sports and games such as four-square, ultimate Frisbee, soccer, flag football, dodge ball, basketball, kickball, capture the flag, etc. Students will explore key thematic questions such as:

- How can you use the idea of teamwork in your life, in your family, and in your class?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through active participation in the scheduled sport, game or activity. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to work to achieve their individual Presidential Fitness goals. To support your student, please consider encouraging your child to be physically

active thirty to sixty minutes each day, checking On-line for the scheduled weeks for Presidential Fitness testing, and asking your child about the results of his/her test, then encourage your child to set and work toward a goal.

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SCIENCE 6

Instructor: Mrs. Newman, jnewman@ahsmail.com

Course Description: In this course students will focus on the sciences; zoology, anatomy, meteorology and electricity and magnetism. The units will explore man's observed knowledge of science systems and how it relates to Heavenly Father's creations and His plan for us. The year will begin with the basics of science, the tools of science, and the scientific method as well as procedures for the class.

Instructional methods will consist of the didactic, application methods, intellectual discussion, inquiry based learning, projects, word studies and labs. Vocabulary will be taught directly and through contextual format. Assessments will include tests and quizzes, writing assignments, projects and labs.

-Zoology will research mammals, birds, fish, amphibians, reptiles and lower classifications of animals, their purpose, function and relationship to each other and how they are part of God's creations.

-Human anatomy and physiology research will include the skeletal, muscular, respiratory, circulatory, nervous, digestive, excretory, endocrine, integumentary and reproductive systems.

-Meteorology will research atmosphere and weather systems as well as tools of weather. This unit includes understanding of how molecules move in solids, liquids and gases and how air masses contribute to weather systems. Students will learn the basics for forecasting weather using weather maps and symbols.

-Electricity and Magnetism will investigate the relationship between these two items. Students will explore magnetic polarity and understand what creates magnetic fields and relate it to electricity. Students will build a simple circuit and describe its components. They will explore static electricity, its events and describe behavior of charged objects as well as related static electricity to lightning.

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COMPUTER SKILLS 6

Instructor: Melanie McConkie, mmcconkie@ahsmail.com

This course is designed as a continuation of word processing skills. We know that it becomes more and more essential for students to understand these basic skills at a younger age – such is the time in which we live. In order to help our children be useful tools in the Lord's hand in an ever-changing technological society, this course will develop and strengthen their ability to effectively use a computer keyboard and create written projects.

Students will continue working on mastery of the following skills:

- Identify main components of a computer and their uses.
- Strengthen muscle memory, enabling scholars to type without looking at their hands.
- Type at a speed of at least 30 words per minute with an accuracy of 90% or higher.
- Continue learning the various functions of Microsoft Word and receive an introduction to Microsoft PowerPoint.

7TH GRADE COURSE DESCRIPTIONS

ART 7-8

Instructor: Ms. Culver, cculver@ahsmail.com

Course Description: In this course, students will learn understanding that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of this World.” They are introduced to many mediums and styles of creating art images. They learn that partnering with the spirit; they may all become wonderful artists. The students develop their talents through persistent efforts in drawing and painting. They each have a personal sketchbook provided by our school, where weekly homework is required. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to complete assignments during class time, keep them organized, and remember their sketchbooks. To support your student, please consider checking your student’s sketchbooks and giving encouragement.

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HISTORY 7

Instructors: Mrs. Updike, lupdike@ahsmail.com; Mr. Hymas, jhymas@ahsmail.com; Mr. Crossley, tcrossley@ahsmail.com,

Course Description: In this course, students will learn Foundations and Principles of “His” Story (History); a Review of Timeline links with an emphasis on those studied in 7th grade History; Vaudois; Scriptural Giants of the 1200s through the 1600s; The Reformers; The Explorers; The Reformation; The Colonization of North America; America’s Infancy and Manhood--The Christian Idea of Man and Government Takes Root; The Enlightenment/Age of Revolution and Empire; Explosion of Invention and Industry—Free Enterprise and Economic Prosperity in America; Decline and Fall of British Empire; The Restoration of the Gospel and Fullness of Times. Students will learn through lectures, handouts, worksheets, group projects, media, discussions, assigned student presentations, speakers, exams (oral and written), essays, and field trips. Students will explore key thematic questions such as:

- Who do you think is the author of History?
- How do you see the hand of God in the unfolding of History?
- What do you feel is the most important truth learned from each period in history?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through term projects/papers, oral presentations, written and oral exams, worksheets, map making, group presentations, displaying talents, class discussions, and a Master Project. The most reliable way to receive specific information about course work, including topics and timing, is through phone calls, On-line, newsletters, calendars, and school visits. For many students, the most challenging part of class is to consistently use 4 R (research, reason, relate, and record) principles in their lives and work; turn in work completed to the best of ability and on time; prepare for and complete a Master Project and memorize facts and principles. To support your student, please check the homework calendar online or in the homework folder. Please help with final proofing of written work, including, but not limited to Word Studies; T-Charts, and essays (without re-writing, please). Provide time for your scholar to read Literature and History assignments.

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GIRLS/BOYS PHYSICAL EDUCATION 7-8

Instructor: Mrs. Bigelow, sbigelow@ahsmail.com

Course Description: In this course, students will learn teamwork, sportsmanship, honesty, tolerance, flexibility, attitude, cooperation, self-discipline, and determination through a variety of sports and games such as four-square, ultimate Frisbee, soccer, flag football, dodge ball, basketball, kickball, capture the flag, etc. Students will explore key thematic questions such as:

- How can you use the idea of teamwork in your life, in your family, and in your class?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through active participation in the scheduled sport, game or activity. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to work to achieve their individual Presidential Fitness goals. To support your student, please consider encouraging your child to be physically active thirty – sixty minutes each day, checking On-line for the scheduled weeks for Presidential Fitness testing, and asking your child about the results of his/her test, then encourage your child to set and work toward a goal.

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LANGUAGE 7

Instructors: Mrs. Updike, lupdike@ahsmail.com, Mr. Hymas, jhymas@ahsmail.com; Mr. Crossley, tcrossley@ahsmail.com

Course Description: Scriptural foundations and principles, as well as the study of the history of the English language will be core to our studies this year. Improvement of orthography (penmanship) is expected. Spelling will be a focus, implementing Riggs phonograms and rules. The students will study prosody by reviewing versification and figures of speech. We will memorize marvelous selections of poetry from Longfellow, Dickinson, Shakespeare and other poets and sources. In our study of etymology, we will review the basics and emphasize word analysis. Dictionary studies will include many word studies and curricular vocabulary. Syntax (grammar) studies will build upon all that scholars have previously learned concerning sentence analysis and the diagramming of complex sentences. The full nature and extent of grammar will be taught as a foundation for success in grades eight through twelve at American Heritage School. We will use sentences from our history, literature and scripture which will be analyzed, broken into shorter sentences and recombined in terms of form and arrangement considerations. Composition will address creating essays, short stories, poetry, letters, dialogue writing, etc. Scholars will learn the Language Arts Writing Methods. Scholars have access to examples of great writing to help them review/learn methods here at our school. Daily and weekly assignments are given. Scholars will learn through written/oral exams and quizzes, papers of some length, essays, writing of poetry, scholar-directed presentations in groups and individually, displaying of talents in a variety of forms, celebrations of learning, class discussions, and a Master Project. Students will explore key thematic questions such as:

- What are God's purposes for language?
- Why is it so important that each person master the English language?
- What is God's purpose for you in mastering the English language?
- How has elevated literature inspired you to master the English language?

The most reliable way to receive specific information about course work, including topics and timing is through the Parent Portal, calendars, phone calls, checking homework folder, calling the teacher, class visits, and discussing assignments with your scholar. For many scholars, the greatest challenge is consistently turning in homework on time and using his/her best abilities. To support your scholar, we encourage you to help with final proofing of your child's writing assignments. Provide time and a quiet place for your scholar to do his/her work.

LITERATURE 7

Instructors: Mrs. Updike, lupdike@ahsmaail.com, Mr. Hymas, jhymas@ahsmaail.com; Mr. Crossley, tcrossley@ahsmaail.com

Course Description: In this course, scholars will learn literature as influenced by Christianity's westward movement. All studies will be founded in the governing principles of the gospel of Jesus Christ. We will study materials from the primary genre of the novel, biography, autobiography, short story, poetry, essay, letter, sermon, speech, and scripture as literature. Specific works are: *A Shepherd Looks at Psalm 23*, by Phillip Keller, *Exiled* by Helene Holt, the Shakespearean comedy performed by Eighth Grade, various Sonnets by William Shakespeare, *The Christmas Carol* by Charles Dickens, *Stories from the Life of Joseph Smith* by Richard Turley Jr. and Lael Little, short stories such as "They Grind Exceeding Small," by Ben Ames Williams, and "The Prodigal Son" found in Luke of the New Testament. Additionally, we will study essays such as "Democracy in America," by deTocqueville, letters among the American Founders, sermons of ancient and modern prophets, seminal speeches such as "Give Me Liberty or Give Me Death," by Patrick Henry, and "The First Vision" from *The Pearl of Great Price* by Joseph Smith. A Master Project will include reading a biography on a hero who moves forward the cause of Christ. This involves creating an extensive Notebook and oral presentation.

Students will explore key thematic questions such as:

- What effect does reading good literature have on the development of character?
- What are some good examples of elevated composition, style, vocabulary, presentation, Etc.? How have you been striving to model them in your own writing?

Scholars will learn through lectures, discussions, presentations, reports, oral and written exams, quizzes, 4R sheets, essays, speakers and celebrations. They will also have opportunities to create and display works of art. Scholars will demonstrate their understanding through creating literature of their own.

The most reliable way to access specific information about course work is on-line and newsletters. We encourage parents to contact teachers frequently through e-mail, phone calls, and visits to the classroom. The expectation is that scholars will develop Christian character and self-government through consistent preparation and participation in all activities of this course.

Please provide quiet time and space for your scholar to 4R . Encourage them to contact the teacher if they are uncertain about an assignment. Discuss what they are reading and 4R with them. Encourage them to be prepared with homework on due dates. Editing your child's work gives you an opportunity to know what he/she is learning and provides another set of eyes for assignments.

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SCIENCE 7

Instructor: Mrs. Newman, jnewman@ahsmaail.com

Course Description: In this course, students will learn about the physical sciences of chemistry and physics. Students will explore key thematic questions such as:

- What processes drive basic life functions?

- What physical designs link all life together?
- How does order fit into God's plan?

The first term will cover chemistry; the second, physics. The curriculum for each area will deal with the basic understanding of each discipline. Emphasis will be on understanding basic laws and not concentrated on complex mathematical formulas that form the basis for each area of study. Our concentration will be on students' observing, experimenting, and drawing conclusions for themselves. The year will start with a brief tutorial on the basics of science, its history, and the importance of the scientific method. These are essential to the study and mastery of the physical sciences. As with all AHS science classes, the most important theme is developing a complete understanding of Heavenly Father's divine hand in the creation of all things and the tying of science and faith together in a manner that will support students throughout their life regardless of where their education or vocation may take them. The focus will be on physical in general terms rather than the more specific. We will study individual laws, forces, and concepts for their characteristics and role in Heavenly Fathers design for our world and universe. We want students to become familiar with the miraculous universe designed for the eternal mission we have been given as set forth in the scriptures. The primary method of instruction will be lecture and PowerPoint slide presentations, along with approved movies. Each class always begins with prayer and a scripture that is linked to the subject being taught. Presentations are designed in compliance with the 4R method (research, reason, relate and record.) Each student will have a notebook that they are responsible for, and the notebook will be graded. In concert with handouts, this notebook will become their textbooks. In addition to being able to discuss the topics students will demonstrate their understanding through short exams given after each section of study. There will be no end of term exam. All seventh grade students will have a yearlong project of taking 15 pictures having to do with physics. A brief explanation of the concept demonstrated will also be required. This will be due the week BEFORE the last week of school. Detailed instructions will be posted on On-line and a handout sent home with the instructions requiring a parent's signature. The most reliable way for parents to receive specific information about course work, including topics and timing, is through reviewing the student's science folder once a week to see how well they are progressing. For many students the most challenging part of class is to ensure that science not become more complicated than it really is at this point in their academic career. If this becomes the case, or your student has special needs (i.e. they can't read the board or hear the teacher speak, please let the teacher know so proper arrangements may be made for them. To support your student, please consider dedicating 15 to twenty minutes a week (split up) to discuss what they have learned, what they may be confused about, or what they think of the classroom environment. Please have them bring home their notebook at least twice a term to review it with them for completeness and neatness.

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SPEECH 7

Instructor: Mrs. Perry, jperry@ahsmail.com

Course Description: In this introductory course students have an opportunity to gain skill, confidence, and fluency in public speaking. Students develop an understanding of both basic communication principles and public speaking s Students will explore key thematic questions such as:

- Why is having good presentation skills an essential element for your future?
- strategies through their application of these principles to a variety of speaking assignments. The most reliable way to receive specific information about course work, including speech topics, notes, and due dates, is through the Parent Portal. For many students, the most challenging part of class is to be comfortable presenting speeches to peers. To support your student, please consider allowing them to practice their speeches in front of you. The speeches will also need to be timed.

Publishable or Significant Projects: Speech topics include: How To Remember My Name, Graduation, Celebration of You, Commemorative, Hero, LDS Conference Excerpts, plus various impromptu subjects.

Memorizations: Memorization is optional, however, the first line of every speech is required.

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YOUNG MEN'S CHORUS 7

Instructor: Mr. Swenson, rswenson@ahsmail.com

Course Description: The purpose of this course is to increase each student's lifelong ability to meaningfully interact with diverse styles of music and find personal satisfaction in group music-making experiences. Although singing will be a large component of the class, a broad range of other musically enriching experiences will be provided to aid in accomplishing this goal. The major components of the class are:

1. SINGING

- Developing correct vocal technique
- Rehearsing and performing music as a group

2. LISTENING

- Increasing critical listening skills (musical mapping and other diagraming activities)
- Identifying and describing musical elements (form, timbre, duration, etc.)

3. CREATING

- Composing original musical works
- Arranging pre-existing music in a creative way

4. CONDUCTING

- Acquiring the skills necessary for effective communication as a conductor in church and other settings
- Developing effective leadership skills in music making situations (leading music rehearsals)

5. THINKING

- Discussing the role of music in building God's kingdom
- Listening to and critiquing diverse kinds of music
- Making wise musical decisions ("What music helps me become more like my Father in Heaven?")

6. READING

- Learning to read and write musical notation
- Learning fundamental terminology, signs, and symbols of written music

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YOUNG WOMEN'S CHORUS 7

Instructor: Mr. Swenson, rswenson@ahsmail.com

Course Description: The purpose of this course is to increase each student's lifelong ability to meaningfully interact with diverse styles of music and find personal satisfaction in group music-making experiences. Although singing will be a large component of the class, a broad range of other musically enriching experiences will be provided to aid in accomplishing this goal. The major components of the class are:

1. SINGING

- Developing correct vocal technique
- Rehearsing and performing music as a group

2. LISTENING

- Increasing critical listening skills (musical mapping and other diagraming activities)
- Identifying and describing musical elements (form, timbre, duration, etc.)

3. CREATING

- Composing original musical works
- Arranging pre-existing music in a creative way

4. CONDUCTING

- Acquiring the skills necessary for effective communication as a conductor in church and other settings
- Developing effective leadership skills in music making situations (leading music rehearsals)

5. THINKING

- Discussing the role of music in building God's kingdom
- Listening to and critiquing diverse kinds of music
- Making wise musical decisions ("What music helps me become more like my Father in Heaven?")

6. READING

- Learning to read and write musical notation
- Learning fundamental terminology, signs, and symbols of written music

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8TH GRADE COURSE DESCRIPTIONS

ART 8

Instructor: Ms. Culver, cculver@ahsmail.com

Course Description: In this course, students will learn understanding that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of this World.” They are introduced to many mediums and styles of creating art images. They learn that partnering with the spirit; they may all become wonderful artists. The students develop their talents through persistent efforts in drawing and painting. They each have personal sketchbooks provided by our school, where weekly homework is required. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to complete assignments during class time, keep them organized, and remember their sketchbooks. To support your student, please consider checking your student’s sketchbooks and giving encouragement.

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BALLROOM 8 (LEVEL 1)

Instructor: Mrs. McOmer, bmcomber@ahsmail.com,

Course Description: In this course, students will acquire technical and intellectual expertise in American and Latin social dances. Students will learn how developing a new talent can have a positive effect on the community and can create opportunities for service. Students will learn social skills and etiquette and develop a desire for continuing participation in social dance events while demonstrating Christ-like conduct (see American Heritage Mission Statement, point #7). The student will also gain an appreciation for the art of dance and how it may be utilized to help build the kingdom of God (see American Heritage Mission Statement, point #1). Students will learn through classroom demonstration, classroom practice, rehearsal, and teacher guided discussion of dance history and rhythmic concepts. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through written exams; technique evaluations by the teacher; self-assessments; written evaluations of an outside dance concert; participation in AHS Ballroom Showcase; participation in regional dance competition, research of videos, books, scriptures, and talks about how dance may help build the kingdom of God; and a written record of their findings in their notebook. The most reliable way to receive specific information about course work, including topics and timing, is through email from the instructor. For many students, the most challenging part of class is to remember dance sequences, master different ballroom styles, and exude self-confidence while performing. To support your student, please consider reviewing with your student on a daily basis the individual steps, names of steps, and the performance dances learned in class. Copies of music for home-practice may be obtained by request.

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COMPOSITION 8

Instructors: Mr. Griffith: agriffith@ahsmail.com Mrs. Yamada: lyamada@ahsmail.com

Course Description: In this course, students will learn about the writing process, including pre-writing strategies, organizational strategies, and revising and editing procedures. Students will learn about various types of written communication and have the opportunity to write in a variety of genres. Students will also study orthography and have opportunities to improve their handwriting. Students will learn primarily through in-class writing assignments, class lecture and discussion. They will also be given opportunities to analyze and critique sample writings in order

to learn to identify the characteristics of good writing and incorporate those qualities into their own writing. In addition to being able to discuss these topics, students will demonstrate their understanding through writing a personal narrative, a persuasive essay, a research paper (to be assigned in conjunction with History/Geography), a book report (on *The Hiding Place*), and the opportunity to experiment with the writing of original works of poetry and short stories. The most reliable way for parents to receive specific information about course work, including topics and timing, is on-line. For many students the most challenging part of class is to master the process of writing a well documented research paper in Modern Language Association (MLA) style. To support your student, please consider encouraging your student to seek to perfect their handwriting, asking them to share their compositions with you, and encouraging them to maintain honesty and integrity in their writing assignments—no plagiarism.

Key Texts: *Grammar & Composition II*, 5th Edition, A Beka Book, (ISBN: Not specified); Strunk, Willian and E.B. White, *The Elements of Style*, 4th Edition. (ISBN: 0-205-30902-X).

Publishable or Significant Projects: American Heritage School Essay Contest and Freedom Festival Essay Contest.

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DRAMA 8

Instructor: Mrs. Perry, jperry@ahsmail.com

Course Description: In this one term, once a week course, students will learn a few basics of acting techniques for stage performance. This will include theater vocabulary, understanding how to use the body and the voice in acting, and a memorized, one minute monologue. The students will also be required to audition for the Shakespeare show that will begin rehearsals second term. If not selected for the cast, then another elective will need to be chosen for Term 2. Students will explore key thematic questions such as:

- How can exploring the human experience through theatre enrich my understanding of myself and the world in which I live?

The most reliable way to receive specific information about course work, including topics and timing, is through the Parent Portal. For many students, the most challenging part of class is to get the memorization done on time. To support your student, please consider having them do five minutes each day of memorization.

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DRAMA: SHAKESPEARE 8

Instructor: Mrs. Perry, jperry@ahsmail.com

Course Description: This course will be offered starting Term 2 on an audition only basis. Students will rehearse and perform a Shakespeare comedy. The Shakespeare comedy selected varies by year. The comedies rotate between the following: “*The Merchant Of Venice*,” “*Comedy of Errors*,” “*Much Ado About Nothing*,” and “*A Midsummer Night’s Dream*.” The performance dates are during held in mid-May each year. All rehearsals will be during class time unless there is an emergency. The most reliable way to receive specific information about course work, including rehearsal and memorization schedules, is through the Parent Portal. For many students, the most challenging part of class is the significant amount of memorization. To support your student, please consider helping them memorize for a few minutes each day. Also, please make sure that the student does not leave town for significant periods of time during the rehearsal period.

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GEOGRAPHY 8

Instructors: Mr. Griffith: agriffith@ahsmail.com Mrs. Yamada: lyamada@ahsmail.com

Course Description: In this course, students will learn about geography terms, the Map Standard, and maps including the political World Map of the Twenty-first century, the physical map of North America and South America, and the physical and political maps of Europe and Asia in the Twentieth century. Students will learn through map studies, worksheets, class activities, and a combined history/geography research paper. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through the school-wide Geography Bee. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to memorize geographical terms and locations. To support your student, please consider discussing current news events in terms of their geography and discussing the geography of places the family has visited or would like to visit.

Key Texts: Rand McNally, *Notebook World Atlas*. (ISBN: 0-528-96562-X); *Western Hemisphere Geography Studies & Projects*, A Beka Books. (ISBN: Not specified); Guyot, Arnold, *Physical Geography*. (ISBN 097056187-3); *Hammond Historical World Atlas*, 2003 Edition. (ISBN: 0-8437-1391-7); Globe and Class World and Continent Maps

Publishable or Significant Projects: Create maps, puzzles, and maps activities.

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HISTORY 8

Instructors: Mr. Griffith: agriffith@ahsmail.com Mrs. Yamada: lyamada@ahsmail.com

Course Description: In this course, students will learn about major forms of government and the United States' history from the Nation's founding to the present, including: 1) Laying a History Foundation; 2) Major Forms of Government; 3) Pre-Civil War and Reconstruction; 4) Age of Industry, Politics and Culture; 5) Spanish American War, Progressive Era; 6) WWI, Roaring 20's; 7) The Great Depression; 8) World War II; 9) The Cold War, Korean War, Vietnam War; 10) The War on Terror, Information Age; 11) Hope for the Future. Students will learn through research, lectures, class discussions, studying from *The 5000 Year Leap*, *The Hiding Place*, and *Quest of a Hemisphere*. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through quizzes, exams, projects, and a combined history/geography research paper. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to write a research paper. To support your student, please consider sharing family history stories and asking student to discuss on a regular basis what they are learning in history.

Key Texts: , Skousen, W. Cleon, *The 500 Year Leap*. (ISBN: 0-88080-148-4); *America Land I Love*, 2 Edition, A Beka Book. (ISBN: Not specified); Petersen, Mark E., *The Great Prologue*. (ISBN: 0-87747-557-1); *Civics Activity Book*, A Beka Book. (ISBN: Not specified); Freeman, Robert C., *German Saints at War*. (ISBN: 978-1-59955-224-8); Taylor, Zane, *Lesser Heroes*. (ISBN: Not specified); Brokaw, Tom, *The Greatest Generation*. (ISBN 0-385-33462-1).

Publishable or Significant Projects: Research Paper/Master Project—students write research paper based around the life of an ancestor of the student, the project incorporates research on the history and geography that impacted the ancestor's life, as well as analysis of the qualities and characteristics exhibited by the ancestor

Memorizations: Smith, Joseph, "Standard of Truth," *History of the Church* Vol. 4 p. 540; McKinley, Pres. William, "Better Citizens."

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INTRODUCTION TO ASL (GRADE 8)

Instructor: Mrs. Harris, nharris@ahsmail.com

Course Description: American Sign Language (ASL) is used by over 250,000 in the United States and throughout the world. In this course, students will learn how to communicate in this language.

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INTRODUCTION TO FRENCH (GRADE 8)

Instructor: Mrs. Andrus, dandrus@ahsmail.com

Course Description: In this course, students will learn religious French (including how to pray and read scriptures in French); French history, literature, culture, and geography; and verbs, vocabulary, and grammar for the following topics: language basics, greetings and introductions, work and school, shopping, travel, past and future, friends and social life, and dining and vacation through the Foundation for American Christian Education methodology, the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints, and teacher-led, textbook-guided exercises. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through individualized Rosetta Stone "dynamic immersion" language assessments, compositions, oral and written exams, multi-sensory activities, posters, presentations, and class plays. Students will explore key thematic questions such as:

- How can learning another language enrich your life?
- How will learning French help you love your neighbors, or make them feel important?
- What qualities can be developed and used in your future as you train yourself to listen carefully to each other's comments in class?

The most reliable way to receive specific information about course work, including topics and timing, is on-line. To support your student, please consider helping them memorize French verb conjugations and vocabulary and giving them opportunities to speak to you in only French (even if you do not understand French!).

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INTRODUCTION TO SPANISH (GRADE 8)

Instructor: Mrs. Welch, lwelch@ahsmail.com

Course Description: In this course, students learn about Spanish culture and the basic principles of speaking, reading, and writing Spanish through in-class grammatical, verbal, written, and vocabulary practice.

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LANGUAGE ARTS 8

Instructors: Mr. Griffith: agriffith@ahsmail.com Mrs. Yamada: lyamada@ahsmail.com

Course Description: In this course, students will learn about capitalization, punctuation, sentence structure, and paragraphs, recognizing parts of speech, and improving writing style. Students will learn primarily by writing and spelling exercises, word studies, and learning the

Latin and Greek roots of words. In addition to being able to discuss the topics students will demonstrate their understanding through Language Arts Notebook, Papers, essays, oral presentation and worksheets. The most reliable way for parents to receive specific information about course work, including topics and timing, is on-line. For many students the most challenging part of class is to master the seventy-one phonograms; learn the Riggs' forty-seven Spelling, Plural, Syllabication, Capitalization, Apostrophe Rules; and presenting an oral presentation. To support your student, please consider reviewing these rules with your student (they will receive a copy) and encouraging your child to write letters, stories, poetry, and journal entries.

Key Texts: *Grammar & Composition II*, 5th Edition, A Beka Book. (ISBN: Not specified); *English from the ROOTS UP*, Vol. I and II, Literacy Unlimited. (ISBN: 0-9643210-3-3 and 1-885942-31-1).

Publishable or Significant Projects: five formal word studys and additional informal word studys.

Memorizations: D&C 130:18–19.

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LITERATURE 8

Instructors: Mr. Griffith: agriffith@ahsmail.com Mrs. Yamada: lyamada@ahsmail.com

Course Description: In this course, students will learn about "The Seven Loves of Literature" as illustrated by the classic novel (David Copperfield); Shakespeare, his life and plays; biography and autobiography (The Hiding Place); and short stories, speeches, letters, and poetry. Students will also learn strategies for becoming an effective and informed reader by reading original literary works, and participating in class discussions about these works. In addition to being able to discuss the topics students will demonstrate their understanding through writing essays about literature pieces as assigned in Eighth Grade Composition, writing original works of poetry and short stories. The most reliable way for parents to receive specific information about course work, including topics and timing, is on-line. For many students the most challenging part of class is to remain focused in their reading assignments and relate long reading assignments to their own lives. To support your student, please consider reading the literature pieces along with your student, encouraging discussion about the pieces at home, and encouraging the student to be diligent in their reading of the classic novel selection.

Key Texts: Moody, Ralph, *Little Britches*. (ISBN: 978-0-8032-8178-3); Sheldon, Charles, *In His Steps*. (ISBN: 978-0-8007-8608-3); Packer, Rand H., *A Lion and a Lamb*. (ISBN: 978-1-932898-73-6); Monson, Marianne, *The Water is Wide*. (ISBN: 978-1-60641-841-3); Dickens, Charles, *David Copperfield*. (ISBN-13: 978-1-59308-063-1); Ten Boom, Corrie, *The Hiding Place*. (ISBN: 978-0-553-25669-7); and Shakespeare, William comedies, one per year that vary between *The Merchant of Venice*, *Much Ado About Nothing*, *Comedy of Errors* and *A Midsummer Night's Dream*. (ISBN: Not specified).

Publishable or Significant Projects: Timeline; T-Charts; Character sketches; Book Report—based on the historical fiction piece selected by the student from a list of approved titles—consists of both a written and oral component; Personal Narrative—students write a personal narrative reminiscent of Dickens' *David Copperfield*—childhood memories, growing-up experiences, analysis of lessons learned, and projections for the future; ABC Book on *David Copperfield*; Book Report on *The Hiding Place*; and Shakespeare performance—students participate in a full dramatic experience, including auditions, scene blocking, rehearsals, and performance.

Memorizations: Shakespeare part for Shakespeare Play, and Sonnet.

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MIXED CHOIR (GRADES 8–9)

Instructor: Mr. Swenson, rswenson@ahsmail.com

Course Description: The purpose of this course is to increase each student's lifelong ability to meaningfully interact with diverse styles of music and find personal satisfaction in group music-making experiences. Singing will be the primary mode by which this purpose is realized. Course content will include:

- Group vocal technique
- Rehearsal and performance skills
- Solo/small ensemble performance
- Music literacy (reading and writing notation, musical terms and symbols)
- Individual musicianship (sol fa, dictation, critical listening, etc.)

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SCIENCE 8

Instructor: Mrs. Newman, jnewman@ahsmail.com

Course Description: In this course, students will focus on four areas: Geology and Geography (rocks cycles, earthquakes, volcanoes, weathering and plate tectonics); Ecology (ecosystems, biomes, and interactions between communities and populations); Chemistry (periodic chart, elements and chemical reactions); and Physical Science (laws of motion, gravity and movement). The units will explore man's observed knowledge of science systems and how it relates to Heavenly Father's creations and His plan for us. Students will explore key thematic questions such as:

- What physical processes recycle earth's matter?
- What are the ecological factors that define a region or biome?
- What elements define our physical earth and beyond?
- How do the laws of nature relate to spiritual laws?

The year will begin with the basics of science, the tools of science and the scientific method as well as procedural methods for the class and the seven principles. Students will be taught through the 4R-ing method – Research, Reason, Relate and Record. Students will keep a notebook of the work generated throughout the year for record of the concepts covered in class. Homework will be given as well as class presentations and group projects.

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GIRLS/BOYS PHYSICAL EDUCATION 7-8

Instructor: Mrs. Bigelow, sbigelow@ahsmail.com

Course Description: In this course, students will learn teamwork, sportsmanship, honesty, tolerance, flexibility, attitude, cooperation, self-discipline, and determination through a variety of sports and games such as four-square, ultimate Frisbee, soccer, flag football, dodge ball, basketball, kickball, capture the flag, etc. Students will explore key thematic questions such as:

- How can you use the idea of teamwork in your life, in your family, and in your class?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through active participation in the scheduled sport, game or activity. The most

reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to work to achieve their individual Presidential Fitness goals. To support your student, please consider encouraging your child to be physically active thirty-sixty minutes each day, checking On-line for the scheduled weeks for Presidential Fitness testing, and asking your child about the results of his/her test, then encourage your child to set and work toward a goal.

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9TH GRADE COURSE DESCRIPTIONS

ENGLISH 9

Instructor: Mr. Hancock, dhancock@ahsmail.com; Mr. Harsh, lharsh@ahsmail.com

Course Description: In this course, students will learn methods of communication (both written and oral). The course will focus on the history, syntax, and etymology of the English language.: In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through weekly essays, memorizations, oral presentations, word studies, and a research paper. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher's weekly email. For many students, the most challenging part of class is to develop the higher-level reasoning skills necessary to understand these pieces of ancient literature. To support your student, please consider reading the texts along with your student, practicing the roots using flash cards, and reviewing the weekly email verbally with your student.

Key Texts: Hancock: *Beowulf*; Lewis, C.S., *The Lion, the Witch and the Wardrobe*; Tolkien, J.R., *Lord of the Rings*, *Romeo and Juliet* and other selected readings from Greek, Norse and Egyptian mythology.

Key Texts: Harsh: *Beowulf*; Chaucer, Geoffrey, selections from *The Canterbury Tales*; Shakespeare, William, *King Lear*; Wilcox, Rachel, *The Eleventh Brother*; Austen, Jane, *Pride and Prejudice*.

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WRITTEN PORTFOLIO I

Instructor: Mr. Hancock, dhancock@ahsmail.com; Mr. Harsh, lharsh@ahsmail.com

Course Description: Students will use a variety of written genres, with a particular focus on argumentative writing, to understand how specific writing skills and dispositions can distill, refine, and communicate understanding of truth. Students will explore key thematic questions such as:

- How can I as a writer argue more truthfully while respecting the agency of readers?
- How can I be persuasive but not manipulative?
- How can I balance humility and confidence in my approach to written argumentation?

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WORLD HISTORY 1: ANCIENT WORLD HISTORY TO 1500 (GRADE 9)

Instructor: Mr. Hancock, dhancock@ahsmail.com; Mr. Harsh, lharsh@ahsmail.com

Course Description: In this course, students will learn World History and Geography from the Creation to 1640 through the Notebook and Principle Approach Methods. The six major time periods studied are the Anglo-Saxon, Anglo-Norman, Wycliffe-Chaucer, English Reformation, Elizabethan, and Puritan Era. Students will study the contributions of world civilizations through the study of geography, culture, and literature. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through weekly essays, mapping, word studies, oral presentations, and creative projects. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher's weekly email. For many students, the most challenging part of class is to master the breadth of the

historical time period spanning from the pre-mortal life to 1600s. To support your student, please consider reviewing the weekly email verbally with your student.

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10TH GRADE COURSE DESCRIPTIONS

Tenth Grade Core at American Heritage School blends three subjects:

- 1) World History II (1500 A.D. - present): The Dispensation of the Fullness of Times
- 2) Literature: The Bonds of Liberty
- 3) Writing Portfolio: From the Abundance of the Heart

Organized with history as a backbone, the curriculum uses great pieces of literature to “flesh out” the history. Along the way, students write about topics related to their study of history and literature.

WORLD HISTORY II (1500 A.D. – PRESENT) (GRADE 10)

Instructor: Mr. Dye, bdye@ahsmaail.com

Course Description: Students will consider the current state of the world and kingdom of God by asking which current events are of global significance. They will ask questions about how the world got where it is and will seek answers to shared whole-class questions and individual questions as they delve chronologically backwards into world history. Throughout this process, they will ask what their growing understanding of the web of historical causation requires of them as individual students, American citizens, and Christians. In History, students will consider the events which laid the foundation for the Restoration of the Gospel of Jesus Christ and the subsequent unfolding of the dispensation of the fullness of times. Historical developments from 1500 to 1800—the Renaissance, the Protestant Reformation, the Glorious Revolution, and the American Founding—demonstrate how the Lord prepared the peoples and nations of the earth for the Restoration. Subsequent events from 1800 to the present show how restored priesthood keys set the stage for the great latter-day work of gathering Israel and building the kingdom of God on earth in preparation for the Second Coming of Jesus Christ. Through their study of the French Revolution, the Industrial Revolution, New Imperialism, the World Wars, and the Cold War, students will consider how historical developments during the past two centuries have furthered the work of the Lord in 1) spreading political, economic, and social liberty; 2) preaching the gospel to all peoples; 3) gathering Zion through temples; 4) strengthening families; and 5) restoring truth in all realms of labor, inquiry, and expression. Students will simultaneously note how the Adversary attempts to 1) limit political liberty, create economic bondage, and pervert social liberty; 2) hinder missionary work; 3) impede temple work; 4) destroy families; and 5) eliminate the very concept of Truth. This historical perspective will help learners understand how to use their liberty to be useful in the Lord’s hands in building the Kingdom of God on the earth.

ENGLISH (GRADE 10)

Instructor: Mr. Dye, bdye@ahsmaail.com

Course Description: Students will practice evidence-based literary interpretation to explore the central themes and messages of great works of world English literature and to identify true principles which are personally significant to individual students. Students will use literature as a mirror for personal reflection and as a portal into empathic understanding of the worldviews and experiences of others. If, through their study of history students gain a knowledge of how to build the Kingdom of God, then through their study of literature students will develop the heart necessary to do so. In advising a troop of actors, Hamlet states that the purpose of acting is “to hold, as 'twere, the mirror up to nature; to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure.” This argument can be generalized to literature, for great literature enables readers to see themselves more clearly. It allows them to polish the “dark glass” of self-deception which distorts their ability to engage in true and joyful relationships. Indeed, literature is

liberating, but not, perhaps, in the sense in which that word is invoked in our modern world. Literature does not liberate us in the sense of opening our eyes to relativistic definitions of truth, morality, and beauty; rather, it brings into focus the bondage we must escape as well as the bonds we must take up order to enjoy true liberty. Through various works of literature this year, learners will learn to recognize the bondage in which we, often unwittingly, find ourselves entangled, and the bonds to which we can willingly submit which will enable us to give and receive love. To this end, students will develop careful analytic skills in both reading and writing about literature.

Key Texts: Shakespeare, William, *Hamlet*. (ISBN: 978-0-7434-7712-3); Hugo, Victor, *Les Misérables*. (ISBN: 978-1-4165-0026-1); Austen, Jane, *Pride and Prejudice* (ISBN: 978-0-451-53078-3); Lewis, C.S., *Screwtape Letters*. (ISBN: 978-0-06-065293-7); Paton, Alan, *Cry, the Beloved Country*. (ISBN: 978-0-7432-6217-0); Potok, Chaim, *The Chosen*. (ISBN: 978-0-449-91154-9), Buck, Pearl S., *The Good Earth*. (ISBN: 9778-0-7432-7293-3); Rostand, Edmond, *Cyrano de Bergerac*. (ISBN: 978-0-553-21360-7).

WRITTEN PORTFOLIO II (GRADE 10)

Instructor: Mr. Dye, bdye@ahsmail.com

Course Description: Student learning from history and literature will culminate in Writing Portfolio. They will come to experience writing as a relational activity: not one done in isolation, but a process which can be used to build the kinds of relationships they care about—with their friends, with their family, with future employers and college admissions, and even with their Father in Heaven. Students will explore key thematic questions such as:

- How can I as a writer argue more truthfully while respecting the agency of readers?
- How can I be persuasive but not manipulative?
- How can I balance humility and confidence in my approach to written argumentation?

The best writing is ultimately an act of heart, an act of giving. Students will develop both the skills and the dispositions necessary to think well and to serve others through the power of the written word. They will practice writing in a variety of genres and for a variety of purposes and readers—emails, argumentative essays, literary analysis essays, poetry, short stories, research papers, résumés, summaries, tributes, *etc.* They will experience writing as a process of revision and empathic anticipation, and they will become more sensitive to the elements of language which enhance communication—voice, word choice, sentence structure, organization, and conventions. Class will be organized principally as a writers’ workshop. Improvement in writing abilities is the product of multiple cycles of drafting, feedback, and revision. The teacher will use the tutorial approach to individualize writing feedback. Occasionally the teacher will share “mini-lessons” to provide class-wide instruction. To succeed in this class, students should actively seek and use feedback from a variety of sources including the teacher, peers, family members, and other trusted adults.

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11TH GRADE COURSE DESCRIPTIONS

ENGLISH 11

Instructor: Mr. Cornell, jcornell@ahsmail.com

Course Description: This course is an exploration of American argument. As a keystone of local self-government, argument must be considered from an agency perspective. Because rhetoric—the art and finesse of argument—is a powerful tool for influencing agency, it must be wielded responsibly and kept in check. Students in this course will develop a sensitivity as readers and writers to the dynamic interactions among the purposes of a writer, the needs of his or her audience, and the demands of a message. Furthermore, students must learn not only to argue from true premises founded in revealed doctrinal truths but also to humbly recognize the limits of their own understanding of truth and the value of perspectives different from their own. Students who want to be powerful communicators must understand how to appeal appropriately and effectively to those they would persuade, invite, and influence for good. Ultimately this course will help students practice participating as humble and courageous Christians in the American argument.

To this end, students in this course will study a broad and challenging selection of both fiction and literary nonfiction texts. They will analyze both the textual elements and the contextual situation of the readings, examining how authors develop a relationship of trust with their readers, use evidence-based appeals to reason, and craft language to draw upon their reader's emotions and previous knowledge. To help students understand that authors write in context as part of a larger dialogue, the course readings have been organized in six thematic units: Argument and Democracy, American Land, American Faith and Fear, Liberty and Justice for All, I Pledge Allegiance, Shakespearean Argument.

Through the course of these units, students will engage in close readings of texts—both prose and imaginative literature—to examine not only the messages being conveyed but also the rhetorical choices that contribute to the effectiveness of the communications. Through textual annotation, vocabulary development, daily writing, and critical discussion, students will become attuned to the resources of language: diction, syntax, imagery, tone, organization, form, etc.

Key Texts: Hawthorne, Nathaniel, *The Scarlet Letter* (ISBN: 978-0-486-28408-6); Shakespeare, William, *Julius Caesar* (ISBN: 978-1-4391-9671-7); Lee, Harper, *To Kill a Mockingbird* (ISBN: 978-0-446-31078-9).

AP ENGLISH LANGUAGE AND COMPOSITION

Instructor Miss Crossley, hcrossley@ahsmail.com;

Course Description: This introductory college-level course is an extension of the English 11 course in American argument. Building on the themes and readings from English 11, students in this course will develop additional skills in rhetorical argumentation. Students will practice composing the three types of essays from the free response portion of the AP exam: argument, rhetorical analysis, and synthesis. Through both timed and extended writing assignments, students will develop the ability to draw upon the resources of the English language to facilitate intentional communication. Whereas students in this course are expected not only to master the academic skills of argument but also to engage appropriately in the ongoing arguments within their communities, students will regularly respond to texts from local and national current events. Although one of the purposes of this course is to prepare students to take the AP examination, this is not the focus of the course which is really about developing the compositional skills necessary to succeed in college and, more importantly, to engage as active citizens in democratic dialogue.

Key Texts: Miller, Arthur, *The Crucible*. (ISBN 978-0-14-243733-9)

AMERICAN HISTORY (GRADE 11)

Instructor: Mr. Cornell, jcornell@ahsmail.com

Course Description: In this course, students will learn about the principled, covenant-filled founding of this Nation, its young Republic, its move toward a National government, and finally the increasingly rapid move toward Global Government. We will focus on the Lord's providential hand throughout our wonderful history—past, present, and future—as well as the need, with His direction, for a restoration of sound governmental principles in preparation for His Second Coming and the establishment of Zion. Students will also study the geography of United Kingdom and the United States, including:

- Physical Geography: Climate, Natural Resources, Flora, Mountain Ranges, etc.
- Mathematical Geography: Area, Location, etc.
- Political Geography: Boundaries, Population, Ethnography, Religions, Economics, etc.

These principles and topics will be studied through reading, annotating, and recording one's learning of original source materials such as charters, covenants, constitutions, speeches, inaugural addresses, classic literature, personal letters, maps, and timelines, and by studying maps, both ancient and modern, defining terms, using Google Earth, and reading first-hand accounts of the geography of this land, and discussing geography within the context of the books and readings we will study throughout the year. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through term essays, annotations, speeches, term projects/papers, in-class simulations, and written and oral exams. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher's weekly email. For many students, the most challenging part of class is to consistently and daily annotate each reading, write essays (particularly those that will be published), see the great contribution geography can and does play on maintaining and preserving liberty, and prepare for various speech and essay contests. To support your student, please consider coming to class and participating (when able), downloading and reading the weekly readings, sharing with your student your own passion for the founding and preservation of this nation under the Lord's direction, and becoming acquainted with the geographical characteristics of the United Kingdom and the United States.

Key Texts: McCullough, David, *John Adams* (ISBN 978-1-4165-7588-7); McCullough, David, *1776* (ISBN: 0-7432-2671-2); Shaara, Michael, *The Killer Angels* (ISBN: 978-0-345-34810-4).

Memorizations: Verses from Book of Mormon, written speech, and poem.

WRITTEN PORTFOLIO III

Instructor: Mr. Harsh, harsh@ahsmail.com

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12TH GRADE COURSE DESCRIPTIONS

ENGLISH 12

Instructor: Mr. Haymond, rhaymond@ahsmail.com

Course Description: In this course, students will learn the authentic literature, music, art, and poetry of the Colonial, Revolutionary, and Federal Periods. Writings and art will be analyzed and evaluated for its character-enhancing and building qualities and will be taught in conjunction with the American History course content. Students will come away from this class with a love for great American Literature and for the principles of truth found therein through weekly readings, document annotations, weekly essays, term projects/speeches, small group and classroom discussions, and weekly colloquia. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through weekly compositions (essays), memorizations, writing of poetry, document study and analysis, speeches, and written and oral exams.

Key Texts: Tolstoy, Leo, *Anna Karenina*. (ISBN: 0486437965); Shakespeare, William *The Taming of the Shrew* (ISBN: 978-0-7434-7757-4); Dumas, Alexandre, *The Count of Monte Cristo* (ISBN: 0-486-45643-9); Bronte, Charlotte, *Jane Eyre* (ISBN: 978-1-4165-0024-7); Michener, James A., *The Bridge at Andau* (ISBN: 978-0-449-21050-5).

Publishable or Significant Projects: Term Essays—Students write four major essays per term, two are graded for content and ideas and two require multiple drafts to prepare the piece for publication in speech or essay contests, local, state, and national; Simulations—Students will prepare for and execute 1-2 simulations per term. These might include mock trials, senate hearings, etc. and they debate and argue about current events, governmental forms and policies, local, state, and national legislation; Major Project—Students will choose a person, event, or book in American History/Literature and either write a research paper concerning this person, event, or book or create a presentation about this person, event, or book, including a writing component.

Memorizations: Various verses from the Book of Mormon, written speech, and poem of choice.

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AMERICAN GOVERNMENT & ECONOMICS (GRADE 12)

Instructor: Mr. Haymond, rhaymond@ahsmail.com

Course Description: In this course, students will study economics by way of the seven principles of economics and the leading ideas of sound economy presented in F.A.C.E. Adam Smith's *Wealth of Nations*, economic worldviews based on Secular Humanism, Marxist/Leninism, and Biblical Christianity, basic economic terms, essays on economics will all be read, discussed, and written about during Term I. Term II will take students through various forms and philosophies of government using materials written by John Locke, William Blackstone, Montesquieu, and other political writings. Terms III and IV will be focused on the study of the US Constitution and its leading ideas and themes all according to original intent. Students will come away from this class with a love for great American Government and for the principles of truth found therein through weekly readings, document annotations, weekly essays, term projects/speeches, small group and classroom discussions, and weekly colloquia. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through written compositions (essays), memorizations, document study and analysis, speeches, and written and oral exams.

Key Texts: Skousen, W. Cleon, *The Making of America*. (ISBN: 0880800178); Weaver, Henry, *The Mainspring of Human Progress*. (ISBN: -10: 0910614024); Smith, Adam, *Wealth of*

Nations. (Online version); Noebel, David, *Understanding our Times*. (ISBN: 1-56507-268-5); and original sources readings.

Publishable or Significant Projects: Term Essays—Students write four major essays per term, two are graded for content and ideas and two require multiple drafts to prepare the piece for publication in speech or essay contests, local, state, and national; Simulations—Students will prepare for and execute 1-2 simulations per term. These might include mock trials, senate hearings, etc. and they debate and argue about current events, governmental forms and policies, local, state, and national legislation; Speech—Students write and memorize a speech regarding God, Family, Country and Freedom and perform the speech in front of the class and some will enter the annual Freedom Festival Speech Contest as well. This is done in Term III; Major Project—Students will choose a person, event, or book in American Government/Literature and either write a research paper concerning this person, event, or book or create a presentation about this person, event, or book, including a writing component.

Memorizations: Various verses from the Book of Mormon, written speech, and poem of choice.

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SENIOR THESIS

Instructor Mr. Haymond, rhaymond@ahsmail.com

Course Description: *Senior Thesis* is 1.0 credit class that is a prerequisite for graduation from American Heritage School. The purpose of this class is to give students an opportunity to exercise the 4-R (Research, Reason, Relate, and Record) methodology to produce, defend and publish a culminating project.

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7TH–12TH GRADE MATH COURSE DESCRIPTIONS

MATH 87

Instructors: Mrs. Long, glong@ahsmail.com, Mr. Meade, jmeade@ahsmail.com, Miss Moore, amoore@ahsmail.com, Mr. Wood, swood@ahsmail.com, Miss Heiner, cheiner@ahsmail.com.

Course Description: This course provides the content the student needs to meet the demands of today's mathematics curriculum by reinforcing and extending all number sense, computation, pre-algebra, statistics, geometry, and measurement concepts and skills. Students develop proficiency working with whole numbers, fractions, integers, percents, as well as recognize, use, and express proportional relationships. New concepts are introduced then reinforced with continual practice and as the concept is learned it may then be applied to any situation. The computational work at this level requires the continued building of arithmetic proficiency and to help students maintain strong computational skills, a calculator is rarely utilized. Students will explore key thematic questions such as:

- What problem solving principles can we learn from PEMDAS, and how can we apply it to solving our own life problems?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through regular, nearly weekly tests. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to apply concepts through story problems and signed (negative) number operations. To support your student, please consider providing time and support to complete DAILY assignments. Check On-line weekly; if test scores are below 80%, contact the teacher immediately. If math facts are not yet mastered, daily drills are encouraged at home to attain mastery.

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PRE-ALGEBRA

Instructors: Mrs. Long, glong@ahsmail.com, Mr. Meade, jmeade@ahsmail.com, Miss Moore, amoore@ahsmail.com, Mr. Wood, swood@ahsmail.com, Miss Heiner, cheiner@ahsmail.com.

Course Description: Pre-Algebra (also known as Algebra 1/2) covers all topics normally taught in Pre-Algebra, as well as additional topics from geometry and discrete mathematics. In Pre-Algebra, students will learn: fractions and their arithmetic operations, decimals and their arithmetic operations, mixed numbers and their arithmetic operations, signed numbers and their arithmetic operations, order of operations, percents, ratios, proportions, divisibility, rounding, place value, unit conversions: scientific notation, evaluation and simplification of algebraic expressions, the solution of linear equations in one unknown, word problems involving algebraic concepts, graphing, perimeter, area, surface area, volume, classification of geometric figures and solids, geometric construction, and symmetry. Students will explore key thematic questions such as:

- What problem solving principles can we learn from PEMDAS, and how can we apply it to solving our own life problems?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through regular, nearly weekly tests. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to apply concepts through story problems and signed (negative) number operations. To support your student, please consider providing time and support to complete DAILY assignments. Check On-line weekly; if test scores are below 80%, contact the teacher immediately. If math facts are not yet mastered, daily drills are encouraged at home to attain mastery.

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ALGEBRA 1

Instructors: Mrs. Long, glong@ahsmail.com, Mr. Meade, jmeade@ahsmail.com, Miss Moore, amoore@ahsmail.com, Mr. Wood, swood@ahsmail.com, Miss Heiner, cheiner@ahsmail.com.

Course Description: Specific topics covered include the following: arithmetic of and evaluation of expressions involving signed numbers, exponents and roots, properties of the real numbers, absolute value and equations and inequalities involving absolute value, scientific notation, unit conversions, solution of equations in one unknown and solution of simultaneous equations, the algebra of polynomials and rational expressions, word problems requiring algebra for their solution (such as uniform motion and coin problems), graphical solution of simultaneous equations, Pythagorean theorem, algebraic proofs, functions and functional notation, solution of quadratic equations via factoring and completing the square, direct and inverse variation, and exponential growth, computation of the perimeter and areas of two-dimensional regions, computation of the surface area and volume of a wide variety of geometric solids, and statistics and probability. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through regular, nearly weekly tests. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to apply concepts through story problems and signed (negative) number operations. To support your student, please consider providing time and support to complete DAILY assignments. Check On-line weekly; if test scores are below 80%, contact the teacher immediately. If math facts are not yet mastered, daily drills are encouraged at home to attain mastery.

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ALGEBRA 2

Instructors: Mrs. Long, glong@ahsmail.com, Mr. Meade, jmeade@ahsmail.com, Miss Moore, amoore@ahsmail.com, Mr. Wood, swood@ahsmail.com, Miss Heiner, cheiner@ahsmail.com.

Course Description: Algebra 2 covers a considerable amount of geometry. Specific algebra topics covered include the following: graphical solution to simultaneous equations, scientific notation, radicals, roots of quadratic equations including complex roots, properties of the real numbers, inequalities and systems of inequalities, logarithms and antilogarithms, exponential equations, basic trigonometric functions, algebra of polynomials, vectors, polar and rectangular coordinate systems, and a wide spectrum of word problems requiring algebra to solve. Considerable time is spent developing geometric concepts and writing proof outlines. Students completing Algebra 2 will have studied the equivalent of one semester of informal geometry. Applications to other subjects such as physics and chemistry as well as “real-world” problems are covered including gas law, force vector, chemical mixture, percent markups, etc. Set theory, probability and statistics, and other topics are also treated. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through regular, nearly weekly tests. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to apply concepts through story problems and signed (negative) number operations. To support your student, please consider providing time and support to complete DAILY assignments. Check On-line weekly; if test scores are below 80%, contact the teacher immediately. If math facts are not yet mastered, daily drills are encouraged at home to attain mastery.

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PRE CALCULUS

Instructors: Mrs. Long, glong@ahsmail.com, Mr. Meade, jmeade@ahsmail.com, Miss Moore, amoore@ahsmail.com, Mr. Wood, swood@ahsmail.com, Miss Heiner, cheiner@ahsmail.com.

Course Description: In Advanced Mathematics, topics from algebra, geometry, trigonometry, discrete mathematics, and mathematical analysis are interwoven to form a fully integrated text. Specific topics covered in this text include permutations and combinations, trigonometric identities, inverse trigonometric functions, conic sections, graphs of sinusoids, rectangular and polar representations of complex numbers, De Moivre's theorem, matrices and determinants, the binomial theorem, and the rational roots theorem. Additionally, a rigorous treatment of Euclidean geometry is presented. Word problems are developed through the problem sets and become progressively more elaborate and difficult. By the end of the text, students will be able to solve competition-level problems with ease. The graphing calculator is studied and used to graph functions and perform data analysis. Also, conceptually-oriented problems that prepare students for college entrance exams (such as the ACT and SAT) are included in the problem sets. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through regular, nearly weekly tests. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to apply concepts through story problems and signed (negative) number operations. To support your student, please consider providing time and support to complete DAILY assignments. Check On-line weekly; if test scores are below 80%, contact the teacher immediately. If math facts are not yet mastered, daily drills are encouraged at home to attain mastery.

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AP CALCULUS AB

Instructors: Mr. Meade, jmeade@ahsmail.com

Course Description: Calculus treats all the topics normally covered in an Advanced Placement AB-level calculus program, as well as many of the topics required for a BC-level program. The text begins with a thorough review of those mathematical concepts and skills required for calculus. In the early problem sets, students practice "setting up" word problems they will later encounter as calculus problems. The problem sets contain multiple-choice and conceptually-oriented problems similar to those found on the Advanced Placement examination. Whenever possible, students are provided an intuitive introduction to concepts prior to a rigorous examination of them. Proofs are provided for all important theorems. For example, three proofs, one intuitive and two rigorous, are given for the Fundamental Theorem of Calculus. Also, numerous applications to physics, chemistry, engineering, and business are treated in both the lessons and the problem sets. Use of this text has allowed students to take the Advanced Placement examination and score well. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through regular, nearly weekly tests. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to apply concepts through story problems and signed (negative) number operations. To support your student, please consider providing time and support to complete DAILY assignments. Check On-line weekly; if test scores are below 80%, contact the teacher immediately. If math facts are not yet mastered, daily drills are encouraged at home to attain mastery.

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AP CALCULUS BC

Instructors: Mr. Meade, jmeade@ahsmail.com

AP STATISTICS

Instructors: Sam Wood, swood@ahsmail.com

Prerequisites: Algebra 2

Course Description: An introduction to the fundamental methods of data collection and analysis, and how to properly use these methods to draw conclusions about real world applications. The content in this course includes exploratory data analysis, study planning, probability models, and statistical inference. This class is designed for the highly motivated student who has demonstrated excellence in mathematical reasoning and critical thinking. The AP Exam is optional and requires an additional course fee.

American Heritage School
Saxon Math Tracks
 For Middle and High School Students

Calculus Track		Pre-Calculus Track		Geometry Track		Algebra 2 Track	
<i>Grade</i>	<i>Course title</i>	<i>Grade</i>	<i>Course title</i>	<i>Grade</i>	<i>Course title</i>	<i>Grade</i>	<i>Course title</i>
7	Pre-Algebra	7	Pre-Algebra	7	Math 87	7	Math 87
8	Algebra 1	8	Algebra 1	8	Pre-Algebra	8	Pre-Algebra
9	Algebra 2	9	Algebra 2A	9	Algebra 1	9	Algebra 1
10	Pre Calculus (Advanced Math I)	10	Algebra 2B	10	Algebra 2A	10	Algebra 1
11	Calculus AB (Advanced Math II)	11	Pre Calculus A (Advanced Math I)	11	Algebra 2B	11	Algebra 2A
12	Calculus BC	12	Pre-Calculus B (Advanced Math II)	12	Pre Calculus A (Advanced Math I)	12	Algebra 2B

Please note the following:

- Students completing Saxon Algebra 2 in the twelfth grade will have completed the equivalent of an elementary geometry course, thus meeting the minimum math competency level required to graduate from American Heritage School.
- Students who select the Calculus, Pre-Calculus, or Geometry track must take a minimum of six semesters of math in high school in order to meet the graduation requirements for American Heritage School.
- Students who complete Saxon Advanced Math I will have completed the equivalent of a geometry course.
- Students who complete Saxon Advanced Math II will have completed the equivalent of a pre-calculus course.
- Classes with an A/B following the course title indicate that the course will be covered over a two-year period.
- In general, students who earn a “B” or higher in a math course are well-prepared for the next book. Students scoring below 70% (C-) in any term will not receive course credit for that term.

Updated 10/29/13

9TH–12TH GRADE SCIENCE

AP BIOLOGY (GRADES 9–12)

Instructor: Mr. Adams, radams@ahsmail.com

Course Description: In AP Biology, an emphasis is on students making connections between the big ideas within the AP Biology Curriculum Framework. This course is the equivalent of an introductory college-level biology course, and it is designed to prepare students for the AP Biology Exam. The course philosophy is to actively engage students in the process of science through class assignments and discussions which inform their laboratory experiences. Students will explore key thematic questions such as:

- What are some ways that you interact with the natural world?
- What are some factors that help you maintain homeostasis internally and externally?

Lab techniques are learned through researching journal papers, hands-on labs which make up at least 25% of instructional time, and at least two field trips to various working labs in the state. Labs emphasize development and testing of the hypothesis, collection, analysis and presentation of data, as well as discussion of results to discover unanswered questions about the particular topics addressed. A minimum of two labs in each big idea will be conducted. Students are required to report on all laboratory investigations through a lab notebook, class presentations, mini-poster and tests. The student-directed and inquiry-based laboratory investigations used throughout the course enable students to apply the seven science practices as defined in the Curriculum Framework.

AP CHEMISTRY (GRADES 10–12)

Instructor: Mr. Adams, radams@ahsmail.com

Course Description: AP Chemistry is a challenging college level course in general chemistry. As such, students should have successfully completed high school level chemistry and two years of algebra before taking AP Chemistry. Students should also expect to dedicate approximately five hours outside of class each week to completing assignments and lab reports and studying for the AP exam. Students will explore key thematic questions such as:

- What models can help us understand the composition, properties, and interactions of matter?
- How can scientific skills and principles improve our lives?

The big ideas covered in this course are (1) atomic structure, (2) structure-property relations, (3) transformations, (4) kinetics, (5) thermodynamics, and (6) equilibrium. Students will perform several hands-on laboratory investigations that not only teach these big ideas but also help them practice essential science skills. The science practices that will be emphasized are (1) using models, (2) using mathematics, (3) engaging in scientific questioning, (4) collecting data, (5) analyzing data, (6) using scientific theories, (7) and relating knowledge across domains.

AP PHYSICS (GRADES 10–12)

Instructor: Mr. DeBirk, adebirk@ahsmail.com

Course Description: This course prepares students to pass the AP Physics 1 Exam and gain corresponding college credit. Through group work and experiments, the class will explore Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Most importantly, students will develop intuitive understanding of these phenomena and the way mathematics describe and harness them. The AP Exam is optional and requires an additional course fee.

BIOLOGY (GRADES 9–12)

Instructor: Mr. Adams, radams@ahsmail.com

Course Description: The major course topics that will be taught during this class are the following: definition of life, creation of life, purpose of life, different types of plants, animals, and other forms of life, their interactions and co-existence in the world. Students will explore key thematic questions such as, “In what ways does understanding the natural world and it’s processes enrich your life?” Topics will be taught through lecture, hands-on experiments and labs, assessments and student created reports and projects. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through a Science Fair project and creation of a student notebook, an experiment lab book, and word studies. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to create their Science Fair project and report. To support your student, please consider helping students dedicate approximately three hours per week to the study of Biology through assignments, reports, or study of the material.

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CHEMISTRY (GRADES 10–12)

Instructor: Mr. DeBirk, adebirk@ahsmail.com

Course Description: In this course, students will learn about the elements, interactions of the elements, chemical equations, and properties of chemical reactions through lecture, hands-on experiments and labs, assessments, and student-created reports and projects. Students will explore key thematic questions such as:

- What models can help us understand the composition, properties, and interactions of matter?
- How can scientific skills and principles improve our lives?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics by a Science Fair project and creation of a student notebook, an experiment lab book, and word studies. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to create their Science Fair project and report, and master chemical equations. To support your student, please consider preparing your student to dedicate approximately four hours per week to the study of Chemistry through assignments, reports, or study of the material.

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PHYSICS (GRADES 11–12)

Instructor: Mr. DeBirk, adebirk@ahsmail.com

Course Description: Physics is a yearlong course intended for those students who want an algebra-based, college-level physics course while in high school. Students will be engaged with analogies and imagery from real-world situations to build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics including thermodynamics, light, sound and electromagnetism. With this strong conceptual foundation, students are better equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world.

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9TH–12TH GRADE ELECTIVES

A CAPELLA CHOIR (GRADES 10–12)

Instructor: Mr. Swenson, rswenson@ahsmail.com

Course Description: The purpose of this course is to increase each student's lifelong ability to meaningfully interact with diverse styles of music and find personal satisfaction in group music-making experiences. Singing will be the primary mode by which this purpose is realized. Course content will include:

- Group vocal technique
- Rehearsal and performance skills
- Solo/small ensemble performance
- Music literacy (reading and writing notation, musical terms and symbols)
- Individual musicianship (sol fa, dictation, critical listening, etc.)

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ACCOUNTING (GRADES 10–12)

Instructor: Mr. Hale, chale@ahsmail.com

Prerequisites: Financial Literacy and/or Business Fundamentals

Course Description: This university-level, semester-long course should be pursued by mature students (grades 11 and 12). In borrowing this course from the Brigham Young University School of Accounting, American Heritage joins many other institutions (including Harvard Business School) in leveraging a course that has been perfected by a top-rated accounting program over 15 years of deployment to tens of thousands of students worldwide. The course is software based and self-paced (with a teacher present to answer periodic student questions). A disciplined student will be able to progress through the self-study lessons and complete quizzes during classroom time (though that classroom time will be rigorous and focused). The self-paced students will pause their independent work a few times per term and gather with the teacher to discuss applicable gospel principles of accountability, integrity, reconciliation, etc.

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AP MUSIC THEORY

Instructor: Mr. Swenson, rswenson@ahsmail.com

Course Description: This class will help students prepare to take the AP Music Theory test. The goal of AP Music Theory is to develop each student's ability to recognize, understand, and describe the basic materials and processes of music that are heard and presented in a score. The course focuses on the development of five fundamental skills:

1. Aural skills (recognizing intervals, scales, modes, rhythms, meters and other musical elements)
2. Sight-singing skills (reading music at first sight through the use of tonic sol-fa singing)
3. Written skills (learning and applying principles harmony, voice leading from the common practice period)
4. Compositional skills (creating original music that follows compositional practices of the common practice period)
5. Analytical skills (examining written music to discover the compositional elements that make it what it is)

Students who take this course should already have a basic understanding of music notation and should

be able to sing or play a musical instrument. Since sight singing is part of the AP Music Theory exam, students will be required to sing. AP Music Theory is a college-level course. Consequently, the quality and quantity of work required will be greater than an average high school class.

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ART I/II (GRADES 9–12)

Instructor: Ms. Culver, cculver@ahsmail@aol.com

Course Description: In this course, students will deepen their understanding that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of this World.” They are where weekly homework is required. We study Christian Character based master artists, such as Rembrandt, or contemporary artist like Greg Olsen and others known to portray Christian values. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to complete assignments during class time, keep them organized, and remember their sketchbooks. To support your student, please consider checking your student’s sketchbooks and giving encouragement.

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ART III/IV (GRADES 9–12)

Instructor: Ms. Culver, cculver@ahsmail@aol.com

Course Description: This course assists the student in correct preparation and organization of an art portfolio. Emphasis is placed on the individual’s strongest work.

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ASL I (GRADES 9–12)

Instructor: Mrs. Harris, nharris@ahsmail@aol.com

Prerequisites: Introduction to ASL

Course Description: American Sign Language (ASL) is used by over 250,000 in the United States and throughout the world. In this course, students will learn how to communicate in this language.

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ASL II (GRADES 10–12)

Instructor: Mrs. Harris, nharris@ahsmail@aol.com

Prerequisites: ASL I

Course Description: American Sign Language (ASL) is used by over 250,000 in the United States and throughout the world. In this course, students will learn how to communicate in this language.

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ASL III (GRADES 11–12)

Instructor: Mrs. Harris, nharris@ahsmaail@aol.com

Prerequisites: ASL I

Course Description: American Sign Language (ASL) is used by over 250,000 in the United States and throughout the world. In this course, students will learn how to communicate in this language.

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BALLROOM I/II (GRADES 9–12)

Instructor: Mrs. McOmber, bmcomber@ahsmaail.com

Course Description: Ballroom 2 is designed to give students more advanced technical and intellectual experience in American and Latin social dances. Students will learn how developing a new talent can have a positive effect on the community and can create opportunities for service. Students will learn social skills and etiquette and develop a desire for continuing participation in social dance events while demonstrating Christ-like conduct (American Heritage Mission Statement, point #7). The student will also gain an appreciation for the art of dance and how it may be utilized to help build the kingdom of God (American Heritage Mission Statement, point #1) through classroom demonstration, practice, rehearsal, and teacher-guided discussion of dance history and rhythmic concepts. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participation in dance competitions involving other local schools; written exams; technique evaluations by teacher; self-assessments; written evaluations of an outside dance concert; participation in AHS Ballroom Showcase, which will include a student-choreographed sections of the routine; research of videos, books, scriptures, and talks concerning how dance may help build the kingdom of God; and recording findings in a notebook. The most reliable way to receive specific information about course work, including topics and timing, is through email from the teacher. For many students, the most challenging part of class is to remember dance sequences, master different ballroom styles, and exude self-confidence while performing. For many students, the most challenging part of class is to remember dance sequences, master different ballroom styles, and exude self-confidence while performing. To support your student, please consider reviewing with your student on a daily basis the individual steps, names of steps, and the performance dances learned in class. Copies of music for home-practice may be obtained by request.

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BALLROOM III/IV (PERFORMANCE) (GRADES 9–12)

Instructor: Mrs. McOmber, bmcomber@ahsmaail.com

Prerequisites: Teacher approval

Course Description: This course is designed to give students an advanced technical and intellectual experience. It covers many forms of American, Latin, and International Ballroom, in addition to providing exposure to other forms of partnered dance, such as Contemporary, Classic Ballet, and Jazz. Students will be required to practice alone and with a partner outside of class as homework. The course is focused on service through performance. Students will perform for both the school and the community.

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BALLROOM III/IV (COMPETITION) (GRADES 10–12)

Instructor: Mrs. McOmbler, bmcomber@ahsmail.com

Prerequisites: Teacher Approval

Course Description: This course is designed to give students an advanced technical and intellectual experience. It covers many forms of American, Latin, and International Ballroom, in addition to an exposure to other forms of partnered dance, such as Contemporary, Classic Ballet, and Cabaret. Students will be required to practice alone and with a partner outside of class as homework. The students will attend local and state competitions held in Utah valley. They will also perform at the school regular school events, in addition to a few community events.

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BOYS PHYSICAL EDUCATION (GRADES 9–12)

Instructor: Mrs. Bigelow, sbigelow@ahsmail.com

Course Description: In this course, students will learn about their bodies as temples of God, maintaining a healthy lifestyle (including wellness topics such as stretching and exercise, healthy eating, harmful substances, first aid, family recreation, managing stress, healthy sleeping, understanding and preventing heart attacks and cancer, and the interconnectedness of body, mind, and spirit), and various world sports and games (including Ultimate Frisbee, soccer, football, volleyball, team handball, badminton, basketball, capture the flag, and baseball) through Foundation for American Christian Education methodology, the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints, the study and application of wellness topics, and the study and playing of sports and games. Students will explore key thematic questions such as:

- How does the consistent training you are learning help you prepare for your mission in life?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through quizzes on wellness topics, quizzes on rules and skills needed to play various sports, and the tracking and evaluation of their results in the President's Challenge Health Test. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to implement what they learn about wellness topics. To support your student, please consider encouraging his implementation of a personal wellness program (i.e., ten minutes of stretching and thirty minutes of anaerobic or aerobic activity six days/week).

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BUSINESS FUNDAMENTALS (GRADES 9–12)

Instructor: Mr. Hale, chale@ahsmail.com

Course Description: In this year-long course, students are exposed to various aspects of organizational administration and management. While the course will focus on analyzing for-profit commercial enterprises, class topics will be related to other organizational types, including non-profit, civic, church, and—most importantly—the home. Students will learn skills and analytical processes that will bless them and those they serve regardless of their future life situation. (This is not just a class for those who want to someday start—or be employed by—a for-profit entity.) The homework load is designed to be no more than 10 minutes per week for students who remain engaged during class discussions.

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CHAMBER CHOIR (GRADES 11-12)

Instructor: Mr. Swenson, rswenson@ahsmail.com

Prerequisites: successful audition

Course Description: For students in grades 11 and 12. No more than sixteen advanced choir students with performance opportunities throughout the year including Christmas on Temple Square and Region/State Choir Festival. Chamber Choir members also have opportunities to participate in the Utah All-State and Honor Choirs.

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COMPUTER PROGRAMMING (GRADES 9-12)

Instructor: Mr. Hill, ahill@ahsmail.com

Course Description: This class will focus on introductory materials in computer programming. Various programming languages will be explored and utilized in class projects.

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COMPUTER TECHNOLOGY (GRADES 9-12)

Instructor: Miss Moore, amoore@ahsmail.com

Course Description: In this course, students will learn about God's principles and purposes for technology, Microsoft Office software (Word, Excel, and PowerPoint), Google Applications (e.g. Google Docs), and LDS Church Web Sites including New Family Search and Indexing.

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CREATIVE WRITING (GRADES 9-12)

Instructor: Mr. Dye, bdye@ahsmail.com

Course Description: Students will seek to understand the resources of the English language and understand how they can be employed to communicate aesthetic, moral, and human truths. Students will ask themselves what assumptions, worldviews, and dispositions are involved in writing truthfully. They will strive to understand the difference between heavy-handed didacticism and helping readers experience and arrive at an understanding of truth for themselves.

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DEBATE (GRADES 9-12)

Instructor: Mr. Haymond, rhaymond@ahsmail.com

Course Description: In this course, students will study the principles, tools and techniques of deliberation and persuasion by way of parliamentary procedure, public speaking, courtroom

procedure, debate, lobbying and legislation. Upbeat and highly interactive lessons will provide a fun and creative classroom experience while enhancing the student's memory of the principles taught.

Fall Semester will feature public speaking as a tool for persuasion and influence. Topics covered include effective speech writing, delivery, use of visual aids, handling Q&A and hecklers, the business of speaking and handling the media. Parliamentary procedure will be taught as a tool to prepare students for future leadership and participation in social entrepreneurship. Topics covered include motions, voting, mass meetings, bylaws, elections, order of business in a meeting, minutes, committees, resolutions, and officer duties.

Winter Semester will feature a mock trial as a process for teaching students about the justice system. This exciting courtroom simulation provides an opportunity for students to learn attention to detail, thinking on their feet and the art of persuasion. Topics covered include courtroom players, preparing a case, direct and cross examinations, objections and admission of evidence. Debate, lobbying and legislation will be taught as processes for students to learn to use logic and solid content in a diplomatic, principled and persuasive manner. Topics covered include debate techniques, writing bills, how a bill becomes a law, and lobbying techniques.

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DRAMA 1 (GRADES 9-12)

Instructor: Mrs. Perry, jperry@ahsmail.com

Course Description: This beginning acting course will cover basic acting terminologies and definitions, techniques of movement, voice, and script analysis with a strong emphasis on performance. This will be taught through a wide variety of drama games and activities. The students will also be presenting multiple memorized scenes which they will present to their peers in the class for critique. Various scene performance due dates will be posted on the Parent Portal.

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DRAMA 2 (GRADES 9-12)

Instructor: Mrs. Perry, jperry@ahsmail.com

Prerequisite: drama 1

Course Description: Prerequisite for this class is Drama 1. If you have not previously taken Drama 1, you will be asked to drop the class. This is an advanced drama course that will explore acting techniques through voice and body work and many memorized scenes and monologues to be presented to the class for critique. Students will explore key thematic questions such as: How can exploring the human experience through theatre enrich my understanding of myself and the world in which I live?

The course will include the usual drama games, an introduction to stage makeup, and each student will also be required to present a musical selection assigned by the instructor. At the end of the semester the class will present a performance during class time for invited teachers, classmates, and parents, of selected class scenes. The only homework for this course is memorization of the assigned scenes and monologues. Due dates will be posted on the Parent Portal.

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FAMILY SCIENCE (GRADES 9–12)

Instructor: Mr. Anderson, landerson@ahsmail.com

Course Description: In Family Science, students will explore thematic questions such as:

- What factors contribute to enduring, happy marriages and families?
- What small and simple things can families do that will make a big difference in family happiness?
- What do Christian teachings, social science, and case studies reveal about successful children, parents, and family relationships?
- What life lessons can students apply in their lives now and in the future?

The principles from *The Family, A Proclamation to the World* are the foundation for this class. We will come to understand from a biological, social, family law, and eternal perspective, why the natural family, with marriage between a man and woman at its core, is the fundamental unit of society. Various principles of healthy and productive family relationships will be taught. Students will use the 4-R methodology (research, reason, relate and record) to apply these principles in their own lives. Each student will learn skills and principles which will enable them to be Christ-centered children, siblings, and eventual husbands, wives, mothers, and fathers. Topics to be studied include: Communication skills, conflict management, personal financial management, dating standards and skills, college and career planning, gender roles and responsibilities, and general human development stages (conception, pregnancy, birth, childhood, maturation, adolescence, young adulthood, middle age, and old age). Any lesson plans dealing with human sexuality, including gender roles and human development stages, are available to parents upon request. Parents are always invited to attend and participate in the classes, at their discretion.

FINANCIAL LITERACY (GRADES 9–12)

Instructor: Mr. Hunsaker, bhunsaker@ahsmail.com

Course Description: In this course, students will learn about sound principles of financial success. Course material and content will be drawn from the counsel of the prophets and apostles, renowned financial expert Dave Ramsey, and Brian Nelson Ford— author of *The 8 Pillars of Financial Greatness*. Students will be introduced to the 8 Pillars of Financial Greatness as outlined in Brian's book. The primary methods of instruction will be through reading materials and classroom discussion. Students will also have the opportunity to use [8 Pillars.com](http://8Pillars.com) and its various calculators and worksheets, designed to enhance their learning. In addition to being able to discuss these topics, students will demonstrate their understanding through the 4-R (research, reason, relate, and record) methodology, word studies, short quizzes, and short papers. The most reliable way for parents to receive specific information about course work, including topics and timing, is through On-line. For many students the most challenging part of class is to create a realistic budget. To support your student, please consider reviewing materials sent home with your student. Talking with your student about how to budget would also be useful to your student. From time to time please ask them to share principles they learned in class with your family. When students become the teacher they learn the most!

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FRENCH I (GRADES 9–12)

Instructor: Mrs. Andrus, dandrus@ahsmail.com

Course Description: In this course, students will learn religious French (including how to pray and read scriptures in French); French history, literature, culture, and geography; and verbs, vocabulary, and grammar for the following topics: language basics, greetings and introductions, work and school, shopping, travel, past and future, friends and social life, and dining and vacation through the Foundation for American Christian Education methodology, the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints, and teacher-led, textbook-guided exercises. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through individualized Rosetta Stone “dynamic immersion” language assessments, compositions, oral and written exams, multi-sensory activities, posters, presentations, and class plays. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to complete individualized Rosetta Stone “dynamic immersion” activities at home. To support your student, please consider helping them memorize French verb conjugations and vocabulary and giving them opportunities to speak to you in only French (even if you do not understand French!).

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FRENCH II (GRADES 9–12)

Instructor: Mrs. Andrus, dandrus@ahsmail.com

Prerequisites: French I

Course Description: In this course, students learn further about French culture and the basic principles of speaking, reading, and writing French through in-class grammatical, verbal, written, and vocabulary practice. Students learn to pray in French and sing French hymns daily. Most homework is done in class so the teacher can assist you with it. Students also participate in fun cultural events such as crêpe making, a Boules tournament, celebrating Toussaint and Noel, and trying new French pastries.

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FRENCH III (GRADES 9–12)

Instructor: Mrs. Andrus, dandrus@ahsmail.com

Prerequisites: French II

Course Description: In this course, students learn about French culture and the more advanced principles of speaking, reading, and writing French through in-class grammatical, verbal, written, and vocabulary practice. Students learn to pray in French and sing French hymns daily. Most homework is done in class so the teacher can assist you with it. Students also participate in fun cultural events such as crêpe making, a Boules tournament, celebrating Toussaint and Noel, and trying new French pastries.

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GIRLS PHYSICAL EDUCATION (GRADES 9–12)

Instructor: Mrs. Bigelow, sbigelow@ahsmail.com

Course Description: In this course, students will learn to love and appreciate their God given bodies and abilities. The uniqueness, and value of each individual will be stressed. The students will learn about and discuss ways to achieve healthy lifestyles through exercise, diet, stress management and adequate sleep. Students will learn teamwork, sportsmanship, honesty, tolerance, flexibility, attitude, cooperation, self-discipline, and determination through a variety of sports and games, such as Ultimate Frisbee, soccer, flag football, dodge ball, volleyball, basketball, baseball, kickball, and capture the flag. Students will explore key thematic questions such as:

- How does the consistent training you are learning help you prepare for your mission in life?

In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through active participation in the scheduled sport, game, or activity. The most reliable way to receive specific information about course work, including topics and timing, is on-line. For many students, the most challenging part of class is to work consistently to achieve their individual Presidential Fitness goals and individual exercise/health goals. To support your student, please consider encouraging your daughter to be physically active thirty to sixty minutes each day, checking On-line for the scheduled weeks for Presidential Fitness testing, and asking your daughter about the results of her test, then encourage her to set and work toward her goals.

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HEALTH (GRADES 9-12)

Instructor: Mrs. Bigelow, sbigelow@ahsmail.com

Course Description: Learn how to take care of your body, maintain your health and eat properly to do the most you can with the beautiful temple for your spirit (e.g. your body) that the Lord has given you.

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HISTORY SEMINAR: NEW NATION

Instructor: Mr. Cornell, jcornell@ahsmail.com

Course Description: This history seminar explores the events leading up to the founding of America. Students will participate in engaging seminars and discussions during class.

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HISTORY SEMINARY: NEW WORLD

Instructor: Mr. Cornell, jcornell@ahsmail.com

Course Description: This history seminar explores the events leading up to the discovery of America. Students will participate in engaging seminars and discussions during class.

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HOME ECONOMICS

Instructor: Miss Moore, amoore@ahsmail.com, and Mrs. Long, glong@ahsmail.com

Course Description: In this one-semester course, students will learn basic sewing and cooking techniques.

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LOGIC AND REASONING

Instructor: Mr. Hancock, dhancock@ahsmail.com

Course Description: Students will learn to construct logical arguments and identify logical fallacies. Reasoning and argumentative skills will be strengthened through a wide variety of activities.

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MEN'S CHOIR (GRADES 9-12)

Instructor: Mr. Swenson, rswenson@ahsmail.com

Course Description: The purpose of this course is to increase each student's lifelong ability to meaningfully interact with diverse styles of music and find personal satisfaction in group music-making experiences. Singing will be the primary mode by which this purpose is realized. Course content will include:

Group vocal technique

- Rehearsal and performance skills
- Solo/small ensemble performance
- Music literacy (reading and writing notation, musical terms and symbols)
- Individual musicianship (sol fa, dictation, critical listening, etc.)

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MIXED PHYSICAL EDUCATION (GRADES 9–12)

Instructor: Mrs. Bigelow, sbigelow@ahsmail.com

Course Description: This course provides students with an opportunity to develop their strength as well as condition for various sports and fitness-related activities. Conditioning activities are incorporated to enhance strength, endurance, balance, agility, and speed. We will enjoy playing a multitude of sports and gain a lifelong love of athletics.

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PLAY PERFORMANCE PRODUCTION (GRADES 9–12)

Instructor: Mrs. Perry, jperry@ahsmail.com

Course Description: This is a class for students who wish to perform in an all-school play, offered second semester. During class, students rehearse and stage a formal production for evening performances in May. The class provides an opportunity for students in sports or other

after-school related activities to participate in a drama production. Students may be required to provide their own costumes, hand props, and make-up, with assistance from the Theatre Department. After school rehearsals, plus a Saturday rehearsal will be mandatory during the final week before performances. Auditions are before the start of Term 3 in order to have time for class schedule changes.

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PRINCIPLES OF LEADERSHIP (GRADES 10–12)

Instructor: Mr. Beckwith, gbeckwith@ahsmail.com

Course Description: In Principles of Leadership students will explore thematic questions such as:

- In what ways is leadership an “*inside-out*” skill?
- How is leadership a *creative* skill? In other words, what roles do *imagination*, *vision*, and *creativity* play in the *governance* and *managerial* tasks of leadership?
- What is your personal mission statement, and how does a clear vision of that statement inform your roles in life, your short- and long-term goals, and even your weekly and daily tasks?
- With all that you have learned about the science and the art of leadership, how would you rate yourself as a leader? Do you agree with Spencer Kimball that Jesus was “the perfect leader?” Why or why not?

The major theme of the Principles of Leadership and Personal Management Course will be “Creation” taken from the Book of Genesis and from the Pearl of Great Price, focusing on the topics of “Spiritual Creation” and “Physical Creation”. In addition, students will also do service and other field learning activities in context of subthemes taken from an address by President Spencer W. Kimball, entitled “Jesus: The Perfect Leader” focusing on the Christian leadership skills of “Understanding Others”, “Selfless Leadership”, “Responsibility”, “Accountability”, “Wise Use of Time”, “Secular Leadership”, and “Infinite Potential” (See “Jesus: The Perfect Leader”, Spencer W. Kimball, Ensign, Aug. 1979, 5). The primary methods of instruction will be selected readings and field learning activities, including visits to the Brigham Young University Office of Student Leadership, Honor Code Office, Marriott School of Management, J. Reuben Clark Law School, and others. In addition to being able to discuss these topics, students will demonstrate their understanding through a class community service-learning project and an individual final presentation that each student will create. The most reliable way for parents to receive specific information about course work, including topics and timing, is on-line. For many students the most challenging part of class is the final presentation, which will require them to create a brief PowerPoint presentation distilling leadership and community.

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SPANISH 1 (GRADES 9–12)

Instructor: Mr. Makin, jmakin@ahsmail.com

Course Description: In Spanish 1, students will review and solidify the foundational principles of Spanish grammar and pronunciation through in-class grammatical, verbal, written, and vocabulary practice. This level will focus on strengthening a student’s ability to perform simple tasks in the present tense such as introduce themselves, discuss their likes and dislikes, tell time, pray, shop for clothes, ask for directions, etc. As such, vocabulary will be an essential part of the course, as for any beginning or intermediate language class. Students will be exposed periodically to cultural topics through their language study; language and culture are interconnected in many ways. However, the bulk of their cultural learning will stem from their yearly Cultural Project for which they have a wide variety of possible topics. The students will

present what they learn to the rest of the class. To support your student, please consider making the computer available at home for easy dictionary access as well as access to the class website to verify assignments, keep up with the class calendar, and take advantage of other online resources discussed in class.

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SPANISH 2 (GRADES 9–12)

Instructor: Mr. Makin jmakin@ahsmail.com

Course Description: In any subject, but especially in foreign languages, repetition is the mother of learning. As such, Spanish 2 will review, solidify, and build on the principles learned in Spanish 1. While most of the class will still focus on the present tense, students will expand their ability to include a wider scope of application for the present tense as well as some of its more complicated structures. Sentence structure will become more educated and mature as students learn to use object pronouns and other grammatical devices to both simplify and enrich their spoken and written Spanish. Students will continue to build vocabulary while having the opportunity to review key vocabulary from Spanish 1. Students will be exposed periodically to cultural topics through their language study; language and culture are interconnected in many ways. However, the bulk of their cultural learning will stem from their yearly Cultural Project for which they have a wide variety of possible topics. The students will present what they learn to the rest of the class. To support your student, please consider making the computer available at home for easy dictionary access as well as access to the class website to verify assignments, keep up with the class calendar, and take advantage of other online resources discussed in class.

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SPANISH 3 (GRADES 9–12)

Instructor: Mr. Makin jmakin@ahsmail.com

Course Description: In this course, students learn in depth about Spanish culture and the most advanced principles of speaking, reading, and writing Spanish through in class grammatical, verbal, written, and vocabulary practice that are offered in high school.

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STAGECRAFT/TECHNICAL THEATER

Instructor: Mr. Makin, jmakin@ahsmail.com

Course Description: Technical Theater is stage craft, audio, video, lighting, set design, lighting design, and everything else that goes into a production or event, except acting. Students will explore and gain both basic and advanced skills in each area, through hands-on work and real world evaluations on school events both on and off campus. Students will also use power tools such as circular saws, power drills and drivers, wrenches and hydraulic lifts.

Skills learned in class enhance student's capabilities as audio engineers, designers, corporate event producers, church productions and videos, including knowledge of home electronics and how they work. This class requires teacher permission to take.

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TEACHER MENTOR

Instructor: Mrs. Adams, cadams@ahsmail.com

Course Description: The teacher mentor course provides an opportunity for American Heritage students in grades eleven and twelve to assist elementary school teachers as they instruct students in kindergarten through sixth grade. Students will have the opportunity to learn a variety of teaching techniques and classroom governance through practical, on-hand application.

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VIDEO PRODUCTION

Instructor: Mr. Hancock, dhancock@ahsmail.com

Course Description: In this course, students have the opportunity to create presentations using videography. Students develop skills in video production using the technologies of audio-video equipment and computer-based editing software.

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WEB DESIGN

Instructor: Mr. Hill, ahill@ahsmail.com

Course Contents: This class will focus on introductory materials in web design. Various programming languages will be explored and utilized in class projects.

WOMEN'S CHOIR

Instructor: Mr. Swenson, rswenson@ahsmail.com

Course Description: This class is open to all female students in grades 8-12. Students will learn and practice vocal technique and sing many different styles of music. This class is recommended for students who wish to audition for the A Cappella or Chamber Choirs.

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WOMEN'S YOGA

Instructor: Mrs Girones, ugirones@ahsmail.com

Course Description: This year-long course will introduce students to the fundamentals of vinyasa yoga flow, focusing on correct breathing, body alignment and developing the art of being "present" in their practice. The course will equip students with the tools to develop their own home yoga practice safely. There are no assignments, but there is one multiple-choice, year-end theory test constituting 20% of the Term 4 grade. Expected homework load is 30 minutes per week of ashtanga yoga theory study.

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YEARBOOK PHOTOGRAPHY

Instructor: Miss Hone, khone@ahsmail.com and Mr. Branch, abbranch@ahsmail.com

Course Description: Students will learn the basics of good photography and then take pictures for the yearbook. Students will be expected to attend some after-school events to take pictures.

YEARBOOK PRODUCTION

Instructor: Mr. Allred, jallred@ahsmail.com

Prerequisite: Teacher Approval

Course Description: This course involves students in the writing, layout, and production of the school yearbook through layout planning, proofing, editing, and publication.

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