

## COURSE DESCRIPTIONS: EIGHTH GRADE

### **ART 8**

Instructor: Ms. Culver, [cculver@ahsmail.com](mailto: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 through Edline. 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.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

### **BALLROOM 8-1**

Instructor: Mrs. Mullen, [mmullen@ahsmail.com](mailto:mmullen@ahsmail.com),

Course Description: In this course, students will acquire technical and intellectual expertise in American and Latin social dances. Students will learn social skills and etiquette and develop a desire for continuing participation in social dance events while demonstrating Christ-like conduct (see the American Heritage Mission Statement #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 #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- and peer-assessments; written evaluations of an outside dance concert; participation in ballroom showcase; 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 the notebook. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. 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 and the name of steps and the performance dances learned. Copies of music for home-practice may be obtained.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

## **COMPOSITION 8**

Instructors: Mr. Griffith: [agriffith@ahsmail.com](mailto:agriffith@ahsmail.com) Mrs. Yamada: [lyamada@ahsmail.com](mailto: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 through Edline. 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.

Memorizations: Not specified.

## **COMPUTER GRAPHICS 8**

Instructor:

Course Description: In this course, students will learn about photography, handling and care of a camera, layouts, and digital layouts in Word and PowerPoint. Students will learn primarily through creating collages, experiencing photography, and the producing and editing of the school yearbook. In addition to being able to discuss these topics, students will demonstrate their understanding through student work-products including photos, layouts, and completion of the yearbook. The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the weekly newsletter that is posted on Edline. For many students, the most challenging part of the course may be editing. To support your student, please consider asking them about what they are learning in class.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

## **DRAMA 8**

Instructor:

Course Description: In this course, students will learn the basics of acting techniques for stage performance. This will include understanding spatial awareness, how their bodies move, improvisation, memorization, and a brief overview of the technical aspects of a production. The students will also learn vocabulary through many acting games. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through memorizing and performing a one-minute monologue and a brief ensemble piece for their classmates and through quizzes. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. 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 ten minutes each day of memorization.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

## **DRAMA: SHAKESPEARE 8**

Instructor:

Course Description: This course will be offered second semester on an audition only basis. Students will rehearse and perform the comedy “A Midsummer Night’s Dream” by William Shakespeare. The performance dates are during school every day during Shakespeare week. An evening performance of the complete play will also be performed during the week. All rehearsals will be during class time unless there is an emergency. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. 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 twenty to thirty minutes each day. Also, please make sure that the student does not leave town for significant periods of time during the rehearsal period.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

## **GEOGRAPHY 8**

Instructors: Mr. Griffith: [agriffith@ahsmail.com](mailto:agriffith@ahsmail.com) Mrs. Yamada: [lyamada@ahsmail.com](mailto: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 through Edline. 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.

Memorizations: Not specified.

## **HISTORY 8**

Instructors: Mr. Griffith: [agriffith@ahsmail.com](mailto:agriffith@ahsmail.com) Mrs. Yamada: [lyamada@ahsmail.com](mailto: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'; 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 through Edline. 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."

## **LANGUAGE ARTS 8**

Instructors: Mr. Griffith: [agriffith@ahsmail.com](mailto:agriffith@ahsmail.com) Mrs. Yamada: [lyamada@ahsmail.com](mailto: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 through Edline. 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.

## LITERATURE 8

Instructors: Mr. Griffith: [agriffith@ahsmail.com](mailto:agriffith@ahsmail.com) Mrs. Yamada: [lyamada@ahsmail.com](mailto: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 through Edline. 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: 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, *The Merchant of Venice*. (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 and Sonnet.

## **SCIENCE 8**

Instructor: Mrs. Mitchell, [jmitchell@ahsmail.com](mailto:jmitchell@ahsmail.com)

Course Description: In this course, students will learn about human anatomy, earth science, and astronomy. We will study human anatomy for the first two terms, including body systems, their functions, and interrelationship. We will also discuss related health matters during each area of study. Students will complete a short section on genetics, but will not deal with procreation. During the second half of the year, we will study earth science and astronomy. These topics are also studied in the 5th grade, but this section will cover a great deal more detail. 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 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 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 eighth grade students will have a yearlong project of taking 15 pictures having to do with earth science. 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 Edline and a handout will be sent home with 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 avoid allowing science to 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 can 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.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

## **YOUNG MEN'S CHORUS 7-8**

Instructor: Mr. Swenson, [rsvenson@ahsmail.com](mailto:rsvenson@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. 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, and Patriot Programs; term projects including a concert report and musical quote assignment; and through 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 Edline. 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: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

### **YOUNG WOMEN'S CHORUS 7-8**

Instructor: Mr. Swenson, [rswenson@ahsmail.com](mailto:rswenson@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. 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, and Patriot Programs; term projects including a concert report and musical quote assignment; and through 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 Edline. 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: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

### **GIRLS/BOYS PHYSICAL EDUCATION 7-8**

Instructor: Mrs. Brinton, [lbrinton@ahsmail.com](mailto:lbrinton@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. 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 through Edline. 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 Edline 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.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.