

## HIGH SCHOOL CLASSES

### CORE CLASSES

#### **ENGLISH 9**

Instructors: Mr. Hancock, [dhancock@ahsmail.com](mailto:dhancock@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. The five pieces of literature studied in depth include: Beowulf, The Canterbury Tales, Faerie Queen/Ivanhoe, Henry V, and Pilgrim's Progress. 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: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

#### **WORLD HISTORY I**

Instructors: Mr. Hancock, [dhancock@ahsmail.com](mailto:dhancock@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.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

#### **ENGLISH 10**

Instructor: Ms. Scholl, [lscholl@ahsmail.com](mailto:lscholl@ahsmail.com)

Course Description: In this course, students will study British literature from the 1600s to the present. Students will also study advanced spelling, etymology, composition, prosody, grammar, and syntax through Foundation for American Christian Education (FACE) methodology (including the reading of classics by Shakespeare, Eliot, Austen, Dickens, Lewis, and Orwell),

and the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through summaries of literature, essays, allegories, critical analyses, poetry, short stories, personal narratives, recitations, spelling and vocabulary tests, grammar and syntax assessments, oral and written exams, presentations, and multi-sensory reflection activities. 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 learn to analyze classic poetry and prose. To support your student, please consider helping them use active reading strategies, such as taking margin notes, writing questions and comments in a reading journal, marking the text, and writing summaries.

Key Texts: Shakespeare, William, *The Tempest*. (ISBN 978-0-7434-8283-7); Austen, Jane, *Sense and Sensibility*. (ISBN 978-0-451-53101-8); Dickens, Charles, *A Tale of Two Cities*. (ISBN 978-0-451-53057-8); Elliot, T.S., *Silas Marner*. (ISBN 978-0-451530-622); Lewis, C.S., *Screwtape Letters*. (ISBN 978-0-06-065293-7); and Orwell, George, *Animal Farm*. (ISBN 978-0-451-52634-2).

Publishable or Significant Projects: While students write various analytical and creative pieces each week, the capstone project of the class is a literary analysis of *A Tale of Two Cities*, which the students take several weeks to research, prewrite, draft, revise, and publish.

Memorizations: Not specified.

## **WORLD HISTORY II: 1600 TO PRESENT**

Instructor: Mr. Gentile, [ngentile@ahsmaail.com](mailto:ngentile@ahsmaail.com)

Course Description: In this course, students will learn the political, military, intellectual, religious, social, and cultural histories of the Glorious Revolution, the American Revolution, the French Revolution, the Industrial Revolution, New Imperialism, World War I, World War II, the Cold War, and globalization, as well as the rudiments of the historian's craft (including historiography, research, and writing), through Foundation for American Christian Education methodology (including the use of significant written, visual, and aural primary sources) and the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through summaries of primary sources, debates, research essays, oral and written exams, geographical mapping, presentations, multi-sensory reflection activities, and a portfolio project. 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 learn to interpret primary sources. To support your student, please consider helping them use active reading strategies, such as taking margin notes, writing questions and comments in a reading journal, marking the text, and writing summaries.

Key Texts: The content of the course comes entirely from (1) primary sources in the forms of texts, art, and music from the Glorious Revolution, the American Revolution, the French Revolution, the Industrial Revolution, New Imperialism, World War I, World War II, and the Cold War and (2) the LDS Standard Works and the words of modern prophets and apostles.

Publishable or Significant Projects: While students have weekly opportunities to write analytically and creatively in ways that connect to the curriculum, the major project of the year is a self-directed research paper (a Master Project) about any aspect of the Cold War.

Memorizations: Not specified.

## **AMERICAN HISTORY**

Instructor: Mr. Gentile, [ngentile@ahsmail.com](mailto:ngentile@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: Hawthorne, Nathaniel, *Scarlet Letter*. (ISBN: Not specified); Coffin, Charles, *The Story of Liberty*. (ISBN: Not specified); Douglas, Frederick, *The Narrative on the Life of Frederick Douglass*. (ISBN: Not specified); Washington, Booker T., *Up from Slavery*. (ISBN: Not specified); Stowe, Harriet Beecher, *Uncle Tom's Cabin*. (ISBN: Not specified); Twain, Mark, *The Adventures of Huckleberry Finn*. (ISBN: Not specified); Dew, Sheri, *The Biography of Ezra Taft Benson*. (ISBN: Not specified); Shakespeare, William, *Hamlet*. (ISBN: Not specified); and Packet of Readings from speeches, inaugural addresses, and essays by prominent men and women throughout American History.

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; Writing Law—Students will work through the process of writing a piece of legislation that could potentially be used in local city councils; and 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: Verses from Book of Mormon, written speech, and Poem.

## **ENGLISH 11**

Instructor: Ms. Scholl, [lscholl@ahsmaail.com](mailto:lscholl@ahsmaail.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. 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 manage time. To support your student, please consider reading as much of the literature and poetry that they will be reading, as you can.

Key Texts: Hawthorne, Nathaniel, *Scarlet letter*. (ISBN 0-486-28048-9); Stowe, Harriet Beecher, *Uncle Tom's Cabin*. (ISBN 0-486-44028-1); Twain, Mark, *Adventures of Huckleberry Finn*. (ISBN 0-486-28061-6); Shakespeare, William, *Hamlet*. (ISBN: 978-0-7434-7712-3); and Reading packet including essays, poems, etc.

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; 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.

## **ENGLISH 12**

Instructor: Mr. Haymond, [rhaymond@ahsmaail.com](mailto:rhaymond@ahsmaail.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: Hardy, Thomas, *The Mayor of Casterbridge*. (ISBN: 10: 014062029X); Tolstoy, Leo, *Anna Karenina*. (ISBN: 0486437965); Wilder, Thornton, *Our Town*. (ISBN: 10-0060512636); and Shakespeare, William *King Lear*. (ISBN 978-0-7434-8276-9).

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.

## **AMERICAN GOVERNMENT & ECONOMICS**

Instructor: Mr. Haymond, [rhaymond@ahsmail.com](mailto: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.