

American Heritage School



K–12 Course Descriptions

2018–19 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: Ms. Parker, jparker@ahsmail.com

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

1. To create artwork with their own hands and know that they are part of the Divine Design.
2. To learn the elements of design and how to observe the “Beauty of the World” they live in.
3. To learn about the great masters of the past and be given handouts to keep in their personal binders for future reference.
4. An introduction to the many tools, mediums and styles of creating art images.
5. To develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, clay-building and printmaking.

Students will explore thematic questions such as:

How can the study of art and using my own hands to create it help me to appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?”

Objectives: In addition to oral discussions, students will create works of art through several mediums that will demonstrate their understanding of these practices. These will include paintings in acrylic for a gallery competition in December celebrating the Spiritual and Religious show through the Springville Museum of Art. The second is the American Heritage Art Show in May where the work of outstanding artists will be displayed from work completed during the year.

The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence for each class is posted. 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. 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. Braddy, rbraddy@ahsmail.com, Mrs. Packer, rpacker@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?

Objectives: 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. Braddy, rbraddy@ahsmail.com, Mrs. Packer, rpacker@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.

Objectives: 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?

LANGUAGE ARTS K

Instructors: Mrs. Strong, lstrong@ahsmail.com, Mrs. Bingham, cynthiabingham@ahsmail.com, Mrs. Braddy, rbraddy@ahsmail.com, Mrs. Packer, rpacker@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.

Objectives: 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.

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LITERATURE K

Instructors: Mrs. Strong, lstrong@ahsmail.com , Mrs. Bingham, cynthiabingham@ahsmail.com , Mrs. Braddy, rbraddy@ahsmail.com, Mrs. Packer, rpacker@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.

Objectives: 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.

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 Schulmam. (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 I Give Him?", "The Wind", "Precious Stones", Robert Louis Stevenson- "Hearts Like Doors"; Margaret Hillert - "Columbus"; Scriptures: 1 Nephi 3:7, Mosiah 2:17, Alma 32:21, James 1:5.

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MATH K

Instructors: Mrs. Strong, lstrong@ahsmail.com , Mrs. Bingham, cynthiabingham@ahsmail.com , Mrs. Braddy, rbraddy@ahsmail.com, Mrs. Packer, rpacker@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.

Objectives: 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.

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MUSIC K

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this kindergarten year the children will start to prepare to learn the basic elements of music that will begin in First grade and continue through the other grades. The basic materials that will be used are folk songs and the games that go with them and that are in their vocal and maturity range, nursery rhymes and rhymes, use of some instruments and listening examples from great composers. The main focus will be to provide musical growth in five areas: 1) Singing ability, 2) rhythm, 3) aural perception, 4) creativity and 5) spiritual development.

Objectives:

The children will work on in-tune singing skills. If they do not already match pitch we will work on this. They will be able to use and find their upper voices by doing activities and games that allow them to move their voices such as rhymes that use upper and lower voices, elevators, etc. Use of animal puppets and objects will also be used. The children will be able to match pitch

when the teacher sings a question to them, of course this is a continual process if they cannot already do this. The children will be able to hear simple rhythmic phrases and repeat them back as a class and individually. As we sing our songs the children will follow the teacher as she puts the beat on her lap, the children will copy not knowing the term until the teacher makes it conscious to them at the end of the year. At the end of the year the heart beat is “made conscious”- which is what they have been doing all year but a name is given to what they already can do. The children will be able to hear the difference between high and low, slow and fast, etc. The children when we are listening to composer selections will be able to move to the music as it makes them feel. With some of our folk songs they will be able to make up new verses to go with them. Before each class period a child is chosen to say the prayer and we repeat a scripture that has to do with music. We memorize it and change to a new one almost every month. In the fall we start working on Christmas songs for our Kindergarten devotional that we do in December. Each song brings to us a remembrance of our Savior and his birth. We learn that music is a gift from God, our singing voices are gifts from God, when we sing and play our games together we bring joy to Heavenly Father, ourselves, and others. When we work together we are happier. We raise our hands and wait to be called on when we want to talk.

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PHYSICAL EDUCATION K

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

Course Description and Objectives: 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. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports. You could run a marathon with your child, take walks, rake leaves, or do other work projects together. Enrolling your child 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 K

Instructor: Mrs. Hill, lhill@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
- Scientific Processes – predicting, observations and scientific processes
- 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

Course Objectives: 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
- 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?

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1ST GRADE COURSE DESCRIPTIONS

ART 1

Instructor: Ms. Parker, jparker@ahsmail.com

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

1. To create artwork with their own hands and know that they are part of the Divine Design.
2. To learn the elements of design and how to observe the “Beauty of the World” they live in.
3. To learn about the great masters of the past and be given handouts to keep in their personal binders for future reference.
4. An introduction to the many tools, mediums and styles of creating art images.
5. To develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, clay-building and printmaking.

Students will explore thematic questions such as:

How can the study of art and using my own hands to create it help me to appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?”

Objectives: In addition to oral discussions, students will create works of art through several mediums that will demonstrate their understanding of these practices. These will include paintings in acrylic for a gallery competition in December celebrating the Spiritual and Religious show through the Springville Museum of Art. The second is the American Heritage Art Show in May where the work of outstanding artists will be displayed from work completed during the year.

The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence for each class is posted. 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. 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

Objective: 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.

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. 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

Objective: Students will demonstrate their mastery of language through spelling assessments, notebook recording, penmanship, leveled reading advancement, and creative writing.

Course Description: Language is taught through Spalding Education International program, which is comprehensive of phonemic spelling, rules of composition, and reading. 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

Objective: Students will 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.

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 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"; 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

Objective: The students will demonstrate their acquired skills through assessments, written and oral, class and homework assignments, and fact mastery.

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 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

Objective: Students will demonstrate their understanding of this topic through notebook work, map work, and recording.

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?

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. First grade is a big “make conscious” year. What they can do and sing is given a name. The main focus continues to be to provide musical growth in five areas: 1) Singing ability, 2) rhythm, 3) aural perception, 4) creativity and 5) spiritual development.

Objectives:

The students will continue working on in-tune skills, building on what was learned last year or if the student is new taking them from where they are with their ability to sing in-tune. The students will review finding the heartbeat in all the different songs they know. When all students can do this, there is a make conscious lesson where they learn that the heartbeat has a name-beat. The beat has a symbol and what it looks like, its real name is quarter note but we call it (ta). The same procedure is done with the eight notes (ti-ti) it has two sounds on one beat. The students will learn seven different rhythm patterns, quarter rest, identifying staff – treble clef, bar lines, measure, double bar lines, strong and weak beats and 2/4 meter. The students will learn to conduct this basic pattern. The students will be able to tell the high and low notes in their simple folk songs and give them the names of sol and mi. The students will learn the note la. The students will learn all the patterns associated with 1-s-m. They will use the established hand signs and translate this knowledge to written form. The students will be able to read examples on the board with the 1-s-m that they do not already know. The students will be able to write their songs on green felt staffs, or white boards or in their beat books. The children will continue learning about different composers and move their music. The children will make up their own song using the 1-s-m pattern and write this in their beat books. The children also do a devotional the end of January that focuses on our pioneer heritage and music that supports the devotional. We continue what was talked about in the Kindergarten course work with prayers, scripture memorization, and music being a gift from God, etc. The first grades will learn 4 Spanish folk songs.

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PHYSICAL EDUCATION 1

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

Course Description and Objectives: 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. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports. You could run a marathon with your child,

take walks, rake leaves, or do other work projects together. Enrolling your child 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

Course Objectives: 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
- 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?
- How can we use tools to build and create useful objects?
- How does what we learn about weather and storm preparation apply to your spiritual life?

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2ND GRADE COURSE DESCRIPTIONS

ART 2

Instructor: Ms. Parker, jparker@ahsmail.com

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

1. To create artwork with their own hands and know that they are part of the Divine Design.
2. To learn the elements of design and how to observe the “Beauty of the World” they live in.
3. To learn about the great masters of the past and be given handouts to keep in their personal binders for future reference.
4. An introduction to the many tools, mediums and styles of creating art images.
5. To develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, clay-building and printmaking.

Students will explore thematic questions such as:

How can the study of art and using my own hands to create it help me to appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?”

Objectives: In addition to oral discussions, students will create works of art through several mediums that will demonstrate their understanding of these practices. These will include paintings in acrylic for a gallery competition in December celebrating the Spiritual and Religious show through the Springville Museum of Art. The second is the American Heritage Art Show in May where the work of outstanding artists will be displayed from work completed during the year.

The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence for each class is posted. 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. Participation will be the main emphasis of grades given in every grade level.

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GEOGRAPHY 2

Instructors: Mrs. Davis, jdavis@ahsmail.com, Mrs. Peel, tpeel@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, shape and elements of the earth, climate and weather, directions, poles, and geographic circles. The students will also study continents, islands, oceans, seas, rivers and lakes of the world with an emphasis on the mountains, deserts and plains of North America, Europe, and Asia. During the study of Jamestown, the students will focus on the state of Virginia.

Learning Objectives:

Students will discuss their learning and demonstrate their understanding of these topics through the completion of assignments, maps, projects, and notebook work. 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?

Parent Information:

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. Davis, jdavis@ahsmail.com, Mrs. Peel, tpeel@ahsmail.com

Course Description: In this course, students will learn the nine historical links taught at AHS with emphasis on the following: Old Testament, Bible into English, Jamestown, John Smith, Pocahontas, Lewis and Clark, North American Indians, and Thomas Jefferson.

Learning Objectives:

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?

Parent Information:

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)

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LANGUAGE 2

Instructors: Mrs. Davis, jdavis@ahsmail.com, Mrs. Peel, tpeel@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 text and exposed to fine literature in all genres. 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 to recall key elements, and summarize the text by stating a main idea. Elements of good writing are introduced. Activities and assignments in spelling, reading and writing are clearly modeled and demonstrated to help the student gain proficiency

Learning Objectives:

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. Students will 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?

Parent Information:

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. Davis, jdavis@ahsmail.com, Mrs. Peel, tpeel@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?

Learning Objectives:

Students will learn and demonstrate their understanding of fine literature through memorization, class discussions, art projects, notebook work, special celebrations. Students will participate in music, drama, and art activities related to the literature.

Parent Information:

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 Dickinson, Lewis Carroll, and Eugene Field; Henry, Marguerite, *Benjamin West and His Cat Grimalkin*. (ISBN: 0-9705618-0-6); *Benjamin Franklin*. (ISBN: 0-9643803-9-0); selected biography assigned by teacher and current play by William Shakespeare.

Publishable or Significant Projects: Write a poem—Students will create their own poem patterned after one of the following poetry forms: Haiku, Cinquain, Free Verse, Diamante, or Acrostic. Poems can be submitted to the Queen Elizabeth Shakespeare contest.

Memorizations: 2 Nephi 32:3; “Creation Poem”; Psalm 23; “Christopher Columbus” by Laurie Stevens; “Song” by Eugene Field; “Prayer”; “Hiawatha” by Henry Wadsworth Longfellow; I Samuel 16:7; “Child of Royal Birth”; Matthew 22:36-40; “How Doth the Little Crocodile” by Lewis Carroll; Doctrine and Covenants 89:18-20; Job 19:25

MATH 2 (SAXON)

Instructors: Mrs. Davis, jdavis@ahsmail.com, Mrs. Peel, tpeel@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 single, double and 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?

Learning Objectives:

Student will learn math concepts 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 five lessons. In addition, they will be able to correctly demonstrate knowledge during the periodic oral assessments.

Parent Information:

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 Kindergarten and first grade. More folk songs are learned that become more and more complicated. The main focus will be to provide musical growth in five areas: 1) Singing ability, 2) rhythm, 3) aural perception, 4) creativity and 5) spiritual development.

Objectives:

The students will continue with their in-tune skills that will challenge them to bring beauty to their sing with tone quality and diction. The skills learned in First grade about quarter and eighth notes (ta) and (ti-ti) will be reviewed and more patterns added to the seven they already know. The students will review the patterns of l-s-m and will 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 (ti-ki-ti-ki), learning G, A, F and adding solfege notation of do-re. The students will work on all of the different patterns that go with the addition of do and re. The students will learn about ledger lines, P5th's, start work on part singing, what ostinato means, what an anacrusis is (up beat), and ti-ti's can be separated. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through their music books, and demonstrations of hand signals, reading the music, using felt staff or white boards. Students will explore key thematic questions such as, "How does learning how to read music help us?" The students will do a devotional the end of November that focus on the preparations in history leading up to the restoration of the gospel of Jesus Christ and their part in it. The students will be involved in a 2-3 grade choir for the Patriotic Program in March. In the Kindergarten and First Grade course work it talks about prayers, scripture memorizing and composer study, the students will continue to do this.

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PHYSICAL EDUCATION 2

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

Course Description and Objectives: 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. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports. You could run a marathon with your child, take walks, rake leaves, or do other work projects together. Enrolling your child 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

Course Objectives: Students will demonstrate their understanding of the topics by:

- discussing the ideas in class and at home
- creating a volcano 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
- 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?

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3RD GRADE COURSE DESCRIPTIONS

ART 3

Instructor: Ms. Parker, jparker@ahsmail.com

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

1. To create artwork with their own hands and know that they are part of the Divine Design.
2. To learn the elements of design and how to observe the “Beauty of the World” they live in.
3. To learn about the great masters of the past and be given handouts to keep in their personal binders for future reference.
4. An introduction to the many tools, mediums and styles of creating art images.
5. To develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, clay-building and printmaking.

Students will explore thematic questions such as:

How can the study of art and using my own hands to create it help me to appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?”

Objectives: In addition to oral discussions, students will create works of art through several mediums that will demonstrate their understanding of these practices. These will include paintings in acrylic for a gallery competition in December celebrating the Spiritual and Religious show through the Springville Museum of Art. The second is the American Heritage Art Show in May where the work of outstanding artists will be displayed from work completed during the year.

The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence for each class is posted. 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. 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, Mrs. Figueiredo lfigueiredo@ahsmail.com

Course Description:

Students will come to understand that geography reveals “God’s handwriting on the earth.” Geography curriculum will cover the areas of mathematical, physical, and political geography.

Course Objectives:

Students will learn about the following:

- The solar system
- Earth and its land, water, and atmosphere divisions
- Continents and their individuality in people, animals, plants, climate, and weather
- Physical and political maps

Objectives will be covered primarily through in-class work, tests, map and globe studies, Nystrom lessons, and oral discussions.

Key Questions:

- 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?

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HISTORY 3

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Figueiredo lfigueiredo@ahsmail.com

Course Description:

Students will see that God is the author of history or “His Story,” which is an autobiography of His relationship with mankind. History curriculum will cover from our pre-mortal existence to His Second Coming, while helping students learn their part in His plan.

Course Objectives:

Students will learn about the following:

- Providential view of history
- Christian idea of man and government
- Seven principles of America’s Christian history and government
- American Christian founding

Objectives will be covered primarily through short stories, 19 time-line links, recording notes, teacher-led discussions, completing maps and drawings, and special celebration days.

Key Questions:

- 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?

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LANGUAGE ARTS 3

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Figueiredo, lfigueiredo@ahsmail.com

Course Description:

Students will use the Spalding method to learn phonemic awareness, systematic phonics, high frequency vocabulary, literary appreciation, text structure, mental actions, sentence construction, and compositions.

Course Objectives:

- Explain/apply affixes to base words

- Use correct capitalization, punctuation, apostrophes, commas, and underlining
- Compose and explain the attributes of declarative, interrogative, exclamatory, imperative, compound and complex sentences
- Identify types of syllables in spelling words
- Explain the meaning of nouns, verbs, pronouns, adjectives, adverbs, prepositional phrases and conjunctions
- Explain attributes and conventions of paragraphs
- Explain stages in the writing process
- Use the writing process to compose first-person informative-narratives, third-person informative-narratives, informative paragraphs, and third-person narrative paragraphs
- Reflect on author's use of precise language and emotional appeal
- Compare use of attributes across selections/cultures
- Make predictions of type of writing, topic, topic sentence, main idea, actions, events, behaviors and outcomes
- Reformat/categorize information to identify essential information and additional information
- Mentally summarize retelling narratives in correct sequence, restating information in correct sequence, identifying stated main ideas in text, deriving implied main ideas in text

Objectives will be monitored through spelling assessments, sentence and paragraph construction, creative writing, and reading evaluations.

Key Questions:

- 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?

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LITERATURE 3

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Figueiredo lfigueiredo@ahsmail.com

Course Description:

Students will learn that literature is the highest quality of language. Literature curriculum will include the study of classics, biographies, and poetry.

Course Objectives:

Students will learn about various genre types as they:

- Define and identify the qualities of literature
- Characterize literary types
- Study the Bible as literature (through the study of Jonah)
- Define and study poets and poetry (including Emily Dickenson, Charles Dickens, and Robert Louis Stevenson)
- Study classics in light of setting, plot, theme, style, and characterization (works include *Hans Brinker or the Silver Skates* and *The Lion, the Witch and the Wardrobe*)

- Evaluate a biography as a study of character (works include *Johann Sebastian Bach, the Boy from Thuringia* and *William Bradford, Pilgrim Boy*)
- Recognize analogy and symbolism in classic literature
- Appreciate the contributions of William Shakespeare to literature as the master playwright.

Objectives will be covered primarily through the reading of the works listed, writing poetry, and through class celebrations of classic works.

Key Questions:

- 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?

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MATH 3 (SAXON)

Instructors: Mrs. Nielsen, knielsen@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Figueiredo lfigueiredo@ahsmail.com

Course Description:

Students will learn mathematics through Saxon's spiral-format that consistently reviews older concepts, adding more and more information to concepts they've previously encountered.

Course Objectives:

- Number sense and numeration
- Concepts of whole number operations
- Whole number computation (including addition, subtraction, multiplication, and division)
- Fractions and decimals
- Money
- Calendaring and time
- Temperature
- Linear measurement
- Weight (mass) and capacity (volume)
- Area and perimeter
- Spatial relationships and geometric shapes
- Data, statistics, graphing, and probability
- Problem solving skills and strategies

Objectives will be met as students learn math language, mathematical reasoning, and connecting math to daily life. In addition, students' knowledge will be assessed through completing daily guided class practices, assigned homework, and written tests.

Key Questions:

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

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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 all the grades previously. More folk songs are learned that become more and more complicated. The main focus will be to provide musical growth in five areas: 1) Singing ability, 2) rhythm, 3) aural perception, 4) creativity and 5) spiritual development.

Objectives:

The third grades will continue to extend their knowledge of notation, identifying more note names on the treble clef, conducting 3 beat meter, introducing low la and low sol. The students will add more rhythmic patterns, learning dotted half note (three-ee-ee) and syncopation (ti-ta-ti), dotted quarter notes (ti-tum) and (tum-ti), other forms of rhythms that involve sixteen notes- (ti-ki-ti)- two sixteenths and an eighth note (ti-ti-ki) –eighth note and two sixteenths and continued staff work. The students will work with all of the notes on the staff - ABCDEFG. The students will continue to work with the pentatonic scale 1-s-m-r-d that will also include low La and low Sol. The students will know what the pentatonic scale is. The students will learn about changing meters in one song. What an octave, P5th, P4th are. The students will demonstrate their understanding of these topics through the demonstrations of hand signals, reading the music, using felt staffs, white board, music books, and reading from the board. 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 students will learn 4 Japanese folk songs. The students will continue as the lower grades to have prayers, scriptures at the beginning of class. The students will be in a 2-3 grade choir in the Patriotic Program in March. The students will do a devotional in April focusing on Christian Character.

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PHYSICAL EDUCATION 3

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

Course Description and Objectives: 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. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports. You could run a marathon with your child, take walks, rake leaves, or do other work projects together. Enrolling your child 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:

- Earth Science – an in-depth look at the rotation and orbit of the objects in the universe
- Light and Heat – the nature of light and how it is produced and used; the use of heat as energy
- Forces in Nature – different forces (gravity, friction, push/pull) and their effect on objects
- Interactions in Nature – adaptations of animals and plants to survive in any given environment, the importance of abiotic and biotic factors in a particular community
- 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)

Course Objectives: Students will demonstrate their understanding of the topics by:

- discussing the ideas in class and at home
- participating in experiments, recording results and analyzing those results to draw conclusions
- making observations of birds and taking notes in a birdwatching book
- making charts and drawings relative to various topics
- writing explanations and summaries

Students will explore key thematic questions such as:

- How do animals contribute to our lives and how can our actions affect their lives?
- How can forces contribute to our understanding of the world around us?

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INTRODUCTION TO KEYBOARDING 3

Instructor: Mrs. 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: Ms.Parker, jparker@ahsmail.com

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

1. To create artwork with their own hands and know that they are part of the Divine Design.
2. To learn the elements of design and how to observe the “Beauty of the World” they live in.
3. To learn about the great masters of the past and be given handouts to keep in their personal binders for future reference.
4. An introduction to the many tools, mediums and styles of creating art images.
5. To develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, clay-building and printmaking.

Students will explore thematic questions such as:

How can the study of art and using my own hands to create it help me to appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?”

Objectives: In addition to oral discussions, students will create works of art through several mediums that will demonstrate their understanding of these practices. These will include paintings in acrylic for a gallery competition in December celebrating the Spiritual and Religious show through the Springville Museum of Art. The second is the American Heritage Art Show in May where the work of outstanding artists will be displayed from work completed during the year.

The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence for each class is posted. 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. Participation will be the main emphasis of grades given in every grade level.

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GEOGRAPHY 4

Instructors: Mrs. Pew, apew@ahsmail.com , Mr. Wilson, cwilson@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com,

Objective: The purpose of this course is to improve students’ understanding of the physical and political geography of western continents, India, and Australia, with an emphasis on Utah geography.

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. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com,

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

Objective: The purpose of this course is to improve students' understanding of Colonial America, events leading to the Revolutionary War, Louisiana Purchase, Lewis & Clark, Mountain Men, and a final emphasis on Utah history.

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. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com,

Objective: The purpose of this course is to improve students' understanding of the eight parts of speech, composition skills, Greek and Latin roots, phonograms, dictionary and research skills, and the proper use of language.

Course Description: 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. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com,

Objective: 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 and Longfellow (5) The Secret Garden, and (6) a Shakespeare play.

Course Description: 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.

Memorizations: “The Village Blacksmith” by Henry Wadsworth Longfellow, The Ten Commandments, 2 Nephi 28:30, 2 Nephi 32:3, Mosiah 3:19, Proverbs 3:5-6, and quotes from Johnny Tremain and The Secret Garden

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MATH 4 (SAXON)

Instructors: Mrs. Pew, apew@ahsmail.com, Mr. Wilson, cwilson@ahsmail.com, Mrs. Charlotte Bingham, charlottebingham@ahsmail.com,

Objective: The purpose of this course is for students to apply basic arithmetic concepts through the foundations of geometry, measurement, algebra, and scale and graph reading using manipulatives, problem sets, mental math, assessments, and memorization of math facts.

Course Description: In this course, students use the Saxon Math 54 textbook. 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. McMurray, vmcmurray@ahsmail.com

Course Description and Objectives: In this course, students will experience a wide variety of musical activities including singing and singing games, rhythm and rhythm instruments, reading musical notation/sight-singing, and music listening. It is the beginning of the choral experience with supporting repertoire selected from rounds, partner songs and 2-part equal-voice literature. Singing activities facilitate the expansion of vocal range and technique. Students will continue to develop music notation reading fluency. New rhythmic concepts will include more complex dotted rhythms and compound meter. New melodic concepts will include high do, fa and ti. Students will learn to consciously discriminate between major and minor modes. They will expand their awareness and understanding of musical form. Students will become familiar with instruments of the orchestra and to discriminate between them both visually and aurally.

Key Texts: Jaccard, Jerry L. EdD., *A Developmental Music Curriculum*; selected choral repertoire.

Significant Projects: Students will participate in the Christmas Concert, Patriotic Program, Spring Sing and their Class Devotional.

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PHYSICAL EDUCATION 4

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

Course Description and Objectives: 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. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports. You could run a marathon with your child, take walks, rake leaves, or do other work projects together. Enrolling your child 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:

- Matter – the cycling of matter through Earth's processes (water cycle, carbon cycle, phosphorus cycle, nitrogen cycle)
- Meteorology – water cycle, atmosphere, weather, weather instruments, clouds, and various kinds of storms

- Geology – rock cycles, weathering, erosion, soil and minerals
- Fossils – understanding what and how fossils formed, make inferences using fossils, identify fossils found in Utah
- Biomes of Utah – learn the 4 major biomes of Utah and the plants and animals found there; identify and understand the major adaptations of living organisms to survive in their environment

Course Objectives: Students will demonstrate their understanding of the topics by:

- discussing the ideas in class and at home
- creating a biome diorama
- choosing a native Utah animal to study, making a model and writing a summary of their learning to share with the class
- creating a science fair project
- making charts and drawings relative to various topics
- writing explanations and summaries
- 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 fossils and what inferences can we make about the environment in which they lived?
- What major adaptations animals and plants have to survive in their environment?

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KEYBOARDING 4

Instructor: Mrs. 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: Ms. Parker, jparker@ahsmail.com

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

1. To create artwork with their own hands and know that they are part of the Divine Design.
2. To learn the elements of design and how to observe the “Beauty of the World” they live in.
3. To learn about the great masters of the past and be given handouts to keep in their personal binders for future reference.
4. An introduction to the many tools, mediums and styles of creating art images.
5. To develop their talents through persistent efforts in the art practices of coloring, cutting, drawing, clay-building and printmaking.
6. 5th graders will keep a sketchbook with weekly assignments.

Students will explore thematic questions such as:

How can the study of art and using my own hands to create it help me to appreciate the divinely created world we live in by learning, not to just look, but to artistically “see” our world through?”

Objectives: In addition to oral discussions, students will create works of art through several mediums that will demonstrate their understanding of these practices. These will include paintings in acrylic for a gallery competition in December celebrating the Spiritual and Religious show through the Springville Museum of Art. The second is the American Heritage Art Show in May where the work of outstanding artists will be displayed from work completed during the year.

The most reliable way to receive specific information about course work including topics and timing is on-line where the scope and sequence for each class is posted. 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. 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 , Mr. Cornell, jcornell@ahsmail.com

Objective: In this course students will learn about the definition of geography; the Earth and Creation; mathematical, physical, and political geography, with 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.

Course Description: 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 identifying locations on 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.

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HISTORY 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com , Mr. Cornell, jcornell@ahsmail.com

Objective: In this course, students will be able to identify the causes of the Revolution, the War of Independence, the establishment of our Constitution and government, its Westward settlement, and the Civil War.

Course Description: Students will learn through classroom lessons, discussions, maps, timelines, research papers, history reports, artifact showings, demonstrations, and celebration 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, 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. 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, Mr. Cornell, jcornell@ahsmail.com

Objective: 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; doing word studies; making their own set of flash-cards to learn thirty Greek and Latin Root Words; using grammar to reason as they learn to diagram sentences.

Course Description: In this course, students will learn orthography (spelling, penmanship); etymology (vocabulary, word study); syntax (grammar); composition; poetry; and oration.

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 composition. The most reliable way to receive specific information about course work, including topics and timing, is on-line or in the Class Newsletters.

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LITERATURE 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com, Mr. Cornell, jcornell@ahsmail.com

Objective: Students will be able to analyze 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.

Course Description: Students study 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, and William Shakespeare, with selected readings from Shakespeare.

Students will explore key thematic questions such as, “What do I learn from the ongoing struggles and positive examples of this character that can give me hope in my life?”

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, Ruth

1:16, Robert Frost's —The Road Not Taken, Henry W. Longfellow's – Christmas Bells, the Preambles to the Declaration of Independence and the Constitution, 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.

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MATH 5

Instructors: Mrs. Cory, bcory@ahsmail.com, Mrs. Arnold, jarnold@ahsmail.com , Mr. Cornell, jcornell@ahsmail.com

Course Description: In this course, students will apply basic arithmetic concepts 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. 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. McMurray, vmcmurray@ahsmail.com

Course Description and Objectives: In this course, students continue to experience a wide variety of music activities including singing and singing activities, rhythm and rhythm instruments, reading music notation/sight-singing and music listening. The choral experience continues, with the singing curriculum facilitating greater understanding of healthy singing and more independent part-singing skills. The students continue to solidify their understanding of melodic and rhythmic concepts, as well as major and minor modes, musical form and other compositional tools. They learn about key signatures and expand their knowledge of musical intervals. Specific to 5th grade is a study of the songs of the Underground Railroad and African-American Spirituals.

Key Texts: Jaccard, Jerry L. EdD., *A Developmental Music Curriculum*; selected choral repertoire.

Significant Projects: Students will participate in the Christmas Concert, Patriotic Program, and the Spring Sing.

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PHYSICAL EDUCATION 5

Instructor: Mrs. Olpin, lolpin@ahsmail.com

Course Description and Objectives: 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 volleyball, 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 towards our class 5K at the end of the year. To support your student, please consider encouraging your child to be physically active thirty to sixty minutes each day, and asking your child about the results of his/her in-class training, and encourage your child to set and work towards their personal goal.

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SCIENCE 5

Instructor: Mrs. Logan, Klogan@ahsmail.com

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

- Matter – cycling of matter, changes of matter, conservation of mass, physical and chemical changes
- Geology – earth composition, geologic changes over time
- Magnetism and Electricity – magnetic fields, compass, static and current electricity

Course Objectives: Students will demonstrate their understanding of the topics by:

- discussing the ideas in class and at home
- creating a volcano brochure
- creating a compass
- creating a working electrical circuit
- making charts and drawings relative to various topics
- writing explanations and summaries
- completing assessments.

Students will explore key thematic questions such as:

- How does using a compass help us find our direction?
- What can we learn from studying the changes in earth through geologic time?
- Why is it important for matter on earth to be recycled?

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KEYBOARDING 5

Instructor: Mrs. 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. Salvesen jsalvesen@ahsmail.com.

Course Description and Objectives: 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 Personal and Civil Liberty. 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. Salvesen jsalvesen@ahsmail.com.

Course Description and Objectives: 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 Personal and Civil Liberty. We will also use activity sheets and 2 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. Salvesen jsalvesen@ahsmail.com.

Course Description and Objectives: In this course, students will learn grammar, spelling, Latin roots, composition styles (biography, auto-biography, persuasive, cause-effect, poetry, newsletter, etc.) and a biographical sketch of Noah Webster through researching, reasoning, relating, and recording. Students will explore key thematic questions such as:

- How does my ability to read, reason, and relate effect the choices I make and my overall freedom?
- How can I use 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 as a way of recording. We will be writing across all subjects of the curriculum. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through daily assignments, writing assignments, oral reports, and memorizations. 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 record all assignments in their best cursive, and stay focused and keep up with the lessons. To support your student, please consider reviewing your child's homework each night. This includes the weekly

memorization and spelling review, as well as a twenty-minute daily reading time. Please allow for and help your child find a quiet place for one hour of homework each night.

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Spelling, Greek & Latin Roots

Spalding: *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. Salvesen jsalvesen@ahsmail.com.

Course Description and Objectives: 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. Salvesen jsalvesen@ahsmail.com.

Course Description and Objectives: 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. McMurray, vmcmurray@ahsmail.com

Course Description and Objectives: In this course, students continue to experience a wide variety of music activities including singing and singing activities, rhythm and rhythm instruments, reading music notation/sight-singing and music listening. The choral experience continues, with the singing curriculum facilitating greater understanding of healthy singing and more independent part-singing skills. The students continue to solidify their understanding of musical elements such as melody, rhythm, harmony, and musical form. The students apply their understanding of musical notation through a variety of singing and rhythmic activities. Specific to 6th grade is a study of *Spiritual Lives of the Great Composers*.

Key Texts: Jaccard, Jerry L. EdD., *A Developmental Music Curriculum*; Kavanaugh, Patrick, *Spiritual Lives of Great Composers*; selected choral repertoire.

Significant Projects: Students will participate in the Christmas Concert, Patriotic Program, Spring Sing and their Class Devotional.

PHYSICAL EDUCATION 6

Instructor: Mrs. Olpin, lolpin@ahsmail.com

Course Description and Objectives: 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 towards our class 5K at the end of the year. To support your student, please consider encouraging your child to be physically active thirty to sixty minutes each day, and asking your child about the results of his/her in-class training, and encourage your child to set and work towards their personal goal.

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SCIENCE 6

Instructor: Mrs. Newman, jnewman@ahsmail.com

Course Description: In this course students will focus on earth science, astronomy, physical and life sciences. 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.

Students will explore key thematic questions such as:

- How do the accounts of creation found in the scriptures help us understand the formation of the universe?
- What role does gravity play in sustaining the motion of the solar system?
- How can life exist in such a vast array of environments?

Course Objectives: Students will demonstrate their understanding of the topics by:

- Explain patterns of changes in the appearance of the moon as it orbits Earth.
- Demonstrate how the relative positions of Earth, the moon, and the sun create the appearance of the moon's phases.
- Describe the relationship between the tilt of Earth's axis and its yearly orbit around the sun.
- Explain how the relationship between the tilt of Earth's axis and its yearly orbit around the sun produces seasons.
- Describe and compare the components of the solar system.
- Describe the use of technology to observe objects in the solar system and relate this to science's understanding of the solar system.
- Describe the forces that keep objects in orbit in the solar system.
- Compare the size and distance of objects within systems in the universe.
- Understand the size of the universe is known to God and is vast.
- Describe the appearance and apparent motion of groups of stars in the night sky relative to Earth and how various cultures have understood and used them.
- Observe and summarize information about microorganisms.
- Demonstrate the skills needed to plan and conduct an experiment to determine a microorganism's requirement in a specific environment.
- Identify positive and negative effects of microorganisms and how science has developed positive uses for some microorganisms and overcome the negative effects of others.
- Investigate the movement of heat between objects by conduction, convection, and radiation.
- Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.
- Describe the production of sound in terms of vibration of objects that create vibrations in other materials.

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COMPUTER SKILLS 6

Instructor: Mrs. 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 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 will be introduced to many mediums and styles of creating art images. They will learn that through partnering with the spirit they may all become wonderful artists. Students will develop their talents through persistent efforts in drawing and painting. They will each have a personal sketchbook provided by our school, where weekly homework will be 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. Raleigh, craleigh@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. Raleigh, craleigh@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@ahsmail.com; Mr. Raleigh, craleigh@ahsmail.com; Mr. Crossley, tcrossley@ahsmail.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 and the scriptural story of the Nativity as recorded in Luke 2. 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@ahsmail.com

Course Description: In this course students will focus on these areas; cell biology, heredity and

genetics and classification of life. 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 (a way of knowing) as well as procedural methods for the class. Students will then study cell biology, including the structure of the cell, its organelles and their individual structure and function. Then, students will have a genetic unit including an introduction to heredity, its beginnings as a science and the function and structure of DNA and that offspring inherit traits for survival and adaptability best suited for environments. Finally, students will learn about classification which consists of the basis of life's nomenclatures and how observation and structure play a part. They will learn how to create a simple classification system and how to recognize order and pattern in God's world. Students will learn how to use a dichotomous key and will learn about types of trees and visit an arboretum. 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. 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 Father's 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 methods of instruction that will be used in the classroom are the didactic, application methods, intellectual discussion and inquiry based learning and labs. Vocabulary will be taught directly and through contextual format. Assessments will include tests and quizzes, writing assignments, word studies, projects, and other activities. Grading of assessments will be on a 100-point scale and can be viewed on Veracross. 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@ahsmaail.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. Students will explore key thematic questions such as:

- Why is having good presentation skills an essential element for your future?

Students will explore these questions 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@ahsmaail.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 increase 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 will be introduced to many mediums and styles of creating art images. They will learn that through partnering with the spirit they may all become wonderful artists. The students will 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. McOmber, 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. Hansen, khansen@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, William 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 as an extra-curricular option starting Term 3. It will be offered 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. Rehearsals will be during class time one time per week and in the morning before school as needed. Details for rehearsal times will be provided by Mrs. Perry to students who audition. 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 this experience 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. Hansen, khansen@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. Hansen, khansen@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. Broud, lbroud@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)

Instructors: Mrs. Welch, lwelch@ahsmail.com; Mr. Beck, jbeck@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. Hansen, khansen@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. Hansen, khansen@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); Dickens, Charles, *The Life of Our Lord* (ISBN: Not specified); Washington, Booker T., *Up From Slavery* (ISBN: Not Specified); 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; earth systems and processes, Biomes and ecosystems, chemistry and chemical processes and physical science. 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 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.

Other units will be life science which will include investigations on biomes of the world and plant structure and function, how plants obtain and use energy, photosynthesis, understanding dependent relationships among organisms, and analyzing human influences on the environment. It will also include how plants function and adapt to their biomes and interact with the animals in their ecosystems and scientists who have careers in these fields. Life science will be followed by earth science which will include the rock cycle as well as comparison of rocks and minerals, how

rock changes over time, how fossils are evidence of earth's history and the comparison of rapid and gradual changes to earth's surface. Investigations will also include plate tectonics, volcanoes and earthquakes, weathering and other processes that shape and form the earth. Instruction will include the geography of earth as compared to other celestial bodies and scientists who have careers in the earth science field. Additionally, students will study physical science which will include the investigation of various forms of energy and the transfer of energy through various materials. It will also include, force, motion and gravity and the application of these concepts on objects and scientists who have careers in physical science. Finally, students will study chemistry which will include a review of the periodic table and atomic structure as well as chemical bonding, chemical reactions and compounds and the application of this knowledge as well as scientists that have careers in chemistry. It will also include lab investigations on chemical bonding and reactions.

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

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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; Mrs. Hilmo, thilmo@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: Hilmo: *Beowulf*; *The Epic of Gilgamesh*, excerpts from Greek and Norse mythology, Coelho, Paulo, *The Alchemist*; Lewis, C.S., *Till We Have Faces*; Resau, Laura; *The Queen of Water*; *Romeo and Juliet* and other selected readings from Greek, Norse and Egyptian mythology and selected poetry.

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WRITTEN PORTFOLIO I

Instructors: Mr. Hancock, dhancock@ahsmail.com; Mrs. Hilmo, thilmo@ahsmail.com

Course Description (Hancock): 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?

Course Description (Hilmo): The 9th Grade Written Portfolio class is an introduction to academic writing. Students will receive instruction in various writing related subjects such as: the writing process, various writing styles, academic research, MLA format and citation, and revision techniques. Students will evaluate mentor texts and work on building their writing intuition. Note that, while some writing assignments will be graded within the Written Portfolio class, the major papers will fall under their English grade. Course objectives for this course are as follows:

- Students will begin by mastering a five-paragraph essay.
- Students will understand the concepts and use of a hook, bridge, summary, and thesis statement, as well as body paragraphs and conclusion.
- Students will learn what constitutes credible evidence.
- Students will study and learn how to distinguish fake news and inferior evidence sources.
- Students will be able to effectively use MLA format.

- Students will study personal narratives, argumentative essays, persuasive essays, analytical essays and various forms of poetry.
- Students will graduate from a five-paragraph essay to an eight and eleven paragraph essay.

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

Instructor: Mr. Hancock, dhancock@ahsmail.com; Mrs. Hilmo, thilmo@ahsmail.com

Course Description (Hancock): 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.

Course Description (Hilmo): The 9th Grade History Curriculum examines world history beginning with the Creation and moving forward until approximately the beginning of the Renaissance. We will cover the civilizations of Israel, Babylon, Persia, Greece, India, Rome, Early Medieval Europe, China, and the Far East. Due to the expansive nature of the course, we will focus on select events, people, cultures and ideologies with an emphasis on government development and how these subjects relate to the Restored Gospel of Jesus Christ. General Course Objectives for this course specify that students will demonstrate mastery of the curriculum through the following tasks:

- Students will make connections between history, the words of the prophets, and their own lives.
- Students will be able to identify and distinguish between the major periods of ancient history and what legacies remain in our modern world.
- Students will gain an appreciation for the role of key individuals.
- Students will be able to reason and relate the concepts from historical events to themselves and the Gospel of Jesus Christ.

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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. Earnest, jeanest@ahsmaail.com; Miss Crossley, hcrossley@ahsmaail.com

Course Description: Join us as we delve into the histories of various nations and events in order to understand their complexities and principles. We will also see how the hand of God has shaped human history. We will cover the time periods of the 16th century to the present day. Some pivotal times we will look closely at are the Renaissance, the Reformation, the Glorious Revolution, the French revolution, the Industrial Revolution, the founding of America, New Imperialism, World War I, World War II and the Cold War. The objectives for this course include studying World History in a manner that will help us comprehend the ideas and events that took place. By doing this we will be enriched by the principles we learn and how those principles influenced the outcomes of certain events. We will be spiritually uplifted to see the consequences of choices, and how the hand of God worked through so many people’s lives in order for the restoration of the gospel to come forth. 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. Earnest, jeanest@ahsmail.com; Miss Crossley, hcrossley@ahsmail.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); Maxwell, Neal A., *The Enoch Letters*; various poems, short stories and an independent novel approved by the instructor.

WRITTEN PORTFOLIO II (GRADE 10)

Instructor: Instructor: Mr. Earnest, jeanest@ahsmail.com; Miss Crossley, hcrossley@ahsmail.com

Course Description: Student learning from history and literature will culminate in Written 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 focus on the value of writing in various forms and the critical thinking it takes to analyze authors intent, purpose, audience, tone, etc. and to use those same skills in both academic and creative writing. Students will also 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. The objective of this class is to increase in our talents God has given us through thinking and writing. We will become better instruments in his hands to better the world and help our fellow man. We will achieve this by obtaining greater level of writing ability through the study and practice of writing skills.

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11TH GRADE COURSE DESCRIPTIONS

ENGLISH 11

Instructor: Mr. Hymas, jhymas@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) *The Language of Composition: Reading, Writing, Rhetoric* (Shea, Scanlon, Aufses), *The Crucible* (Arthur Miller) *I am Malala* (Malala Yousafzai), *Macbeth* (William Shakespeare), Poetry (various authors), Short Stories (various authors). Students will also read excerpts from the following pieces: *Confronting the Myth of Self Esteem* (Esther Rasband), *Leadership and Self-Deception* (Arbinger Institute), *Mindset: the new psychology of success* (Carol Dweck), *Six Thinking Hats* (Edward De Bono), *Outliers* (Malcolm Gladwell), *Critical Theory Today: a use friendly guide* (Lois Tyson), *Looking Out Looking In* (Ronald B Adler and Russell F Proctor II), *50 Essays: A Portable Anthology* (Samuel Cohen), *Introduction to Literature* (Pearson Custom Library), *The Lost Art of Listening* (Michael P. Nichols PhD), *Norton Anthology—American Literature and British Literature*, *The Power of Truth* (George Jordan)

AMERICAN HISTORY (GRADE 11)

Instructor: Mr. Hymas, jhymas@ahsmail.com

This course provides the student with a careful and unique examination of U.S. History through the lens of key principles (pillars) of good government and liberty. Most importantly, this course is intended to strengthen the student’s understanding and conviction that the United States of America was founded as a covenant land through God’s providence, and is sustained and will flourish only through obedience to Him and to His laws.

Course Organization

Instead of studying U.S. History simply as a series of chronological events, this course explores 13 major periods in America’s history from 1760 to present through the lens of 11 pillars (principles) of good government, which, when correctly understood and applied, have generally produced greater liberty, health, and prosperity for the nations and communities that implemented them.

U.S. HISTORY 1760 TO PRESENT

| 13 Periods of U.S. History | 11 Pillars of Good Government |
|-----------------------------------|--------------------------------------|
| 1. Founding: 1760-1800 | 1. Basic Constitutional Foundations |
| 2. 2nd Great Awakening: 1800-1840 | 2. Power |
| 3. Civil War: 1861-1865 | 3. Checks and Balances |
| 4. Reconstruction: 1865-1877 | 4. Education |
| 5. Progressive Era; 1890-1930 | 5. Religion |
| 6. World War I: 1914-1918 | 6. Rights |
| 7. Great Depression: 1929-1939 | 7. Democracy |
| 8. New Deal Era: 1933-1938 | 8. Property Rights |
| 9. World War II: 1939-1945 | 9. Money |
| 10. Cold War: 1950-1990 | 10. War |
| 11. Reagan Era: 1980-1990 | 11. Economics |
| 12. Dot.com bubble: 1995-2000 | |
| 13. War on Terror: 2001-present | |

Students will “4-R” (Research, Reason, Relate, Record) U.S. History by: conducting research of

original historical sources; reasoning principles derived from their research; relating those reasoned principles to historical and current events and to themselves personally; and recording their insights in ways that will make America's history applicable to themselves. This methodology is intended to help the student view his or her own story and America's story as directly tied to adherence to or rejection of those principles embodied in the [Seven Principles of Personal and Civil Liberty](#).

Key Texts: *A Basic History of the United States*, 5 volumes, Clarence B. Carson, *American History Readings*, 2 Parts, Nick Gentile, *Team of Rivals* (selections), Doris Kearns Goodwin, *Reminiscences* (selections), Gen. Douglas McArthur, Autobiography (WWI and WWII), *The Greatest Generation* (selections), Tom Brokaw, *The Boys in the Boat* (selections), Daniel James Brown, *Personal History* (selections), Katharine Graham, Autobiography, *The Washington Post* and *The New York Times* (selected articles), *Killer Angels*, Michael Shaara, *The Covenant, One Nation Under God*, Timothy Ballard, *Our Lost Constitution*, Senator Mike Lee, www.intheconstitution.org, Various Short Stories

WRITTEN PORTFOLIO III

Instructor: Mr. Hymas, lymas@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. Hancock, rhaymond@ahsmail.com

Course Description: The Senior Thesis class is intended to introduce the seniors to the process and techniques involved in academic research and writing. This course will also provide help and assistance in completing the Senior Thesis which is both a graduation requirement and considered to be a capstone project for seniors at American Heritage School. Consequently, each student will be required to research and write a 6,000 word thesis on an argumentative topic selected by the student. Topics will need to be approved by the instructor. Research for the Thesis must be in academic sources and largely depend on peer reviewed articles and materials. Each student will present and defend their thesis before a panel of judges on March 16, 2018. Students will also write, edit, and submit an essay for publication by the school regarding their experience at American Heritage. Students will also perform other assignments and write other projects throughout the course. Students will demonstrate their mastery of the curriculum through the following tasks:

- Students will learn about the research process and methods that are used by good researchers.
- Students will good research habits by completing logs, research notes, and recording their research efforts.
- Students will demonstrate their ability to write in an academic voice about an academic topic using academic sources.
- Students will be able to identify and explain key methods of electronic research using databases and advanced search techniques.
- Students will be able to relate their research topics to current events and modern trends.
- Students will demonstrate mastery of the English language and their ability to write, edit, and communicate their ideas using evidence and elevated language.

Key Texts: *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian

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7th–12th Grade Math Course Descriptions

MATH 87

Instructors: Mrs. Long, glong@ahsmail.com, Mr. Meade, jmeade@ahsmail.com, Mrs. Larsen shlarsen@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, decimals, 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, Mrs. Larsen shlarsen@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, Mrs. Larsen shlarsen@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, Mrs. Larsen shlarsen@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, Mrs. Larsen shlarsen@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

Instructor: 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 STATISTICS

Instructor: Sam Wood, swood@ahsmail.com

Prerequisite: 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 | |
|----------------|--|--------------------|--------------------------------------|----------------|-------------------------------------|-----------------|--------------|
| Grade | Course title | Grade | Course title | Grade | Course title | Grade | Course title |
| 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 or AP Statistics (Advanced Math I) | 10 | Algebra 2B | 10 | Algebra 2A | 10 | Algebra 1 |
| 11 | AP Calculus AB or AP Statistics (Advanced Math II) | 11 | Pre-Calculus A (Advanced Math I) | 11 | Algebra 2B | 11 | Algebra 2A |
| 12 | AP Statistics or AP Calculus AB | 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. Anderson, randerson@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 its processes enrich your life?” Scholars will be able to effectively communicate important biological concepts and principles with correct terminology. Scholars will learn through independent and group study in addition to traditional instruction. A focus on student directed learning through independent study will take the place of any assigned homework. We will still cover all essential concepts in class. The only Biology homework will be student directed as they increase their depth of knowledge on a topic of self-interest and record their discoveries. We will become “generalists” in the classroom and encourage students to become specialists in very specific areas of interest to themselves. 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. Adams, radams@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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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@ahsmaail@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. Broud, lbroud@ahsmaail@aol.com

Prerequisites: Introduction to ASL

Course Description: This course will cover the basic skills that are used in American Sign Language (ASL). These include but are not limited to vocabulary, grammar, finger spelling, numbers, Gospel signs and other terminology. Students will also have the opportunity to learn about Deaf culture and history.

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ASL II (GRADES 10–12)

Instructor: Mrs. Broud, lbroud@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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ASL III (GRADES 11–12)

Instructor: Mrs. Broud, lbroud@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 through vocabulary, grammar, finger spelling, numbers, Gospel signs and other terminology. Students will also have the opportunity to learn about Deaf culture and history.

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BALLROOM I/II (GRADES 9–12)

Instructor: Mrs. McOmber, bmcomber@ahsmail.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@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 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. McOmber, 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, rsvenson@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. DeBoer, cdeboer@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)

Instructors: Mr. Beck, jbeck@ahsmail.com; Mr. DeBoer, cjdeboer@ahsmail.com;

Course Description: The computer technology class at American Heritage School is a semester-long class, and is a required class to graduate. It is meant to provide students with the skills and knowledge necessary to function in a world full of technology. Students will become familiar with basic computer hardware, and the Windows 10 operating system. Students will also learn the purposes, and functionalities of three applications in the Microsoft Office Suite; Word, Excel, and PowerPoint. Throughout the semester students will gain an understanding of the power of technology, and how it can be used to bless the lives of others.

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CREATIVE WRITING (GRADES 9–12)

Instructor: Mrs. Hilmo, thilmo@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.

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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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. Beck, jbeck@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. The Spanish classes at American Heritage are an opportunity for students to progress in communicative competence. Communicative competence requires an understanding of the language *and* culture of the Spanish-speaking world. For students to progress in their understanding of the Spanish language they will actively participate in engaging, meaningful speaking, and writing activities. Along with those activities, students will be exposed to, and discuss elements of Spanish culture. In this class students will do the following:

- Acquire communication skills in the Spanish language
- Expand their perspective of the Spanish speaking world
- Participate in the local Spanish speaking community

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SPANISH 2 (GRADES 9–12)

Instructor: Mr. Beck, jbeck@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. The Spanish classes at American Heritage are an opportunity for students to progress in communicative competence. Communicative competence requires an understanding of the language *and* culture of the Spanish-speaking world. For students to progress in their understanding of the Spanish language they will actively participate in engaging, meaningful speaking, and writing activities. Along with those activities, students will be exposed to, and discuss elements of Spanish culture. In this class students will do the following:

- Acquire communication skills in the Spanish language
- Expand their perspective of the Spanish speaking world
- Participate in the local Spanish speaking community

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SPANISH 3 (GRADES 9–12)

Instructor: Mr. Beck, jbeck@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. The Spanish classes at American Heritage are an opportunity for students to progress in communicative competence. Communicative competence requires an understanding of the language *and* culture of the Spanish-speaking world. For students to progress in their understanding of the Spanish language they will actively participate in engaging, meaningful speaking, and writing activities. Along with those activities, students will be exposed to, and discuss elements of Spanish culture. In this class students will do the following:

- Acquire communication skills in the Spanish language
- Expand their perspective of the Spanish speaking world
- Participate in the local Spanish speaking community

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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. Brockbank, bbrockbank@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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COMPUTER PROGRAMMING

Instructor: Mr. DeBoer, cjdeboer@ahsmail.com

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

WOMEN'S CHOIR

Instructor: Mr. Swenson, rsvenson@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, abranh@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. Beck, jbeck@ahsmail.com

Prerequisite: Teacher Approval

Course Description: Most of the Yearbook Production class will be focused on creating a yearbook for American Heritage school. Before working on the yearbook, however, students will learn and practice principles of design and typography. This will allow students to acquire design vocabulary, and guide their creativity in ways that are also visually appealing. In this class students will:

- Understand and put into practice principles of design.
- Positively collaborate with class members.
- Create the most awesome yearbook AHS has ever seen

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