



American Heritage School **FOUNDATIONS GUIDE**





Dear American Heritage School Families and Employees,

What are the Foundations of American Heritage School?

Foundations are quite unique if they can be built to guarantee favorable outcomes. The Book of Mormon teaches us that building a foundation upon Christ puts us in a position where we “cannot fall” (Helaman 5:12), while “hold[ing] fast” to His word puts our adversary in a position where he cannot prevail (1 Nephi 15:24). Thus, Christ and His word are central to “a sure foundation” for the school.

In this guidebook, you will see Christ’s positioning within the school’s foundations. You will see how uniformly those foundations are implemented across the K-12 spectrum. After identifying the foundations, this guidebook next shows how we build upon them, utilizing curriculum, methodology, and other tools that evolve with the student’s age and relative learning independence.

Can Foundations, Curriculum, or Method Change?

Do foundations change over time? Can a given structure erected atop a foundation be subsequently altered? The Church of Jesus Christ of Latter-day Saints example is helpful in answering these questions. Above-surface structures can change if correct foundations remain consistent. Consider the following:

- The Boy Scouts, a checklist-based program that for nearly a century represented the curriculum and method for developing young men, has been replaced by the Child and Youth Development program, which is reliant upon individualized goals. Young men are still oriented toward Christ.
- The Teachings of the Prophets series, which for several years constituted the curriculum for adult gospel doctrine classes, has been replaced by the family focused and standard-works based Come Follow Me. Adults in Sunday School classes are still oriented toward Christ.
- A three-hour meeting block, which emphasized the church’s contributions to nurturing the individual, has been replaced by the two-hour block, which now emphasizes the home’s primary responsibility for individual nurture. Individuals are still oriented toward Christ.
- The six standard discussions that were once memorized and rehearsed by the church’s full-time missionary force have been replaced by Preach My Gospel and a more personalized tailoring of the gospel message. Investigators are still oriented toward Christ.

While the structures of the church’s chosen curriculum and method have changed, its objectives have not. The church remains as focused on Christ and bringing people to Him as ever before, but it has altered *how* it accomplishes those objectives by continuously developing more effective tools.

At American Heritage School, we likewise reserve the prerogative to find and use better tools. Correctly understanding our foundations in relation to our tools provides at least the following two benefits:

- Open to Change – We see curriculum and method in their proper role as tools to be used toward greater, foundational ends, as opposed to ends in and of themselves. We thus treat curriculum, method, and other tools as being subject to alteration or replacement.

- Careful about Change – We understand that good tools are hard to find, and we are thus careful about changing our tools. When we alter or replace a tool, we do so because it is clear the new tool is better than the old tool at achieving our foundational objectives.

What Next?

We commend this guidebook to your careful study and encourage you to familiarize yourself with the principles contained herein. We invite your continued commitment to reinforcing the school's foundations. Finally, we invite your contributions to the never-ending process of identifying, designing, implementing, and embracing the methods, curriculum, and other tools that will allow American Heritage to better orient students toward Christ and realize their divine potential.

As you go through the year, if you ever have any questions, please do not hesitate to contact administration:

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Again, congratulations on joining American Heritage School. We trust that you will find this to be a place of love, gentleness, academic excellence, and transformational learning for all. We look forward to another inspiring school year as we learn together “by study and also by faith” (D&C 88:118)!

Sincerely,



Grant Beckwith
Head of School



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American Heritage School

Mission Statement

American Heritage School assists parents worldwide in developing the hearts, minds, and bodies of students to realize their divine potential by:

1. BEING USEFUL IN THE HANDS OF THE LORD IN BUILDING THE KINGDOM OF GOD ON EARTH;
2. INCREASING FAITH IN AND KNOWLEDGE OF THE PLAN OF SALVATION;
3. DEVELOPING A LOVE, UNDERSTANDING AND APPRECIATION FOR AMERICA AND THE FOUNDING FATHERS;
4. DEVELOPING THE ACADEMIC KNOWLEDGE AND SKILLS NECESSARY TO BE ABLE TO MAKE SELF-EDUCATION A LIFE-LONG PURSUIT;
5. LEARNING TO REASON AND DISCERN BETWEEN RIGHT AND WRONG, TRUTH AND ERROR;
6. DEVELOPING CHARACTER AND SELF-GOVERNMENT OF MIND AND BODY; AND
7. CONDUCTING THEMSELVES IN ALL ASPECTS OF LIFE AS CHRISTIANS.

All activities, teaching, governance, and administration are to be accomplished in light of the above objectives and in so far as possible in harmony with revealed principles of the restored gospel of Jesus Christ and laws of the land. All teachers, staff, administrators and trustees shall strive to be living examples of the values, principles, and skills taught at the school.



Seven Principles of *Personal and Civil Liberty*



DIVINE IDENTITY AND PURPOSE

God is our loving Heavenly Father. He has endowed each of His children with the gifts of life, the freedom to choose, and a divine identity and purpose. Civil liberty is founded on the truth that these are inalienable, God-given rights.

LIBERTY THROUGH CHRISTIAN SELF-GOVERNMENT

God has given us the freedom to choose liberty and eternal life through Jesus Christ, or captivity and death. As we seek to obey the teachings of the Lord Jesus Christ, and receive His grace, we will experience liberty. Civil liberty can exist only when there is widespread adherence to moral law by self-governed individuals.

CHRISTLIKE CHARACTER

Jesus Christ is the standard of character and the model of all virtues. Through His Atonement, we can become like Him. America's heritage provides examples of men and women who were liberated by obedience to the teachings of Jesus Christ, and who sought freedom to develop and express Christian character. America became the seedbed of civil liberty because of inspired reliance upon Christian principles.

CONSCIENCE, THE MOST SACRED OF ALL PROPERTY

God has granted each of us stewardship over our individual souls, labor, and possessions. The most sacred stewardship God has given us is our conscience. We experience liberty as we follow our conscience, which is the light of Christ within us. In the civil realm, liberty depends upon protection of the rights of property, including the property of conscience.

THE FAMILY, RELIGION, AND CIVIL GOVERNMENT

Personal and civil liberty depend upon the protection and vitality of three realms: the family, religion and its expression, and civil government. Internal restraints within civil government, such as representation, separation of powers, and federalism, are necessary to temper the exercise of governmental power. These internal restraints protect individual accountability, the rights and responsibilities of families, and religion and its expression.

CULTIVATING SELF-GOVERNMENT IN OTHERS

Individuals who experience liberty through Christ seek to bless others with liberty. Christ's followers are obligated to cultivate and protect the right of self-government for all mankind. Civil liberty is best protected when the decision-making authority of government resides at the level that is closest to those affected by its decisions.

FULLNESS OF LIBERTY THROUGH UNITY WITH GOD AND MAN

The ultimate purpose of God's plan of happiness is to enable us to experience a fullness of liberty. This is possible only through unity with God, our families, and our fellowmen as we experience the atoning power of Jesus Christ. Uniting as self-governed individuals enables and strengthens civil and personal liberty, and magnifies the potential of all.

The Seven Principles of Personal and Civil Liberty

Underlying the purposes of American Heritage School is the foundational understanding that the great Cause of Christ is the eternal liberty of the children of God. This is clearly described by the prophet Lehi in 2 Nephi 2:27:

“And the Messiah cometh in the fulness of time, that he may redeem the children of men from the fall. And because they are redeemed from the fall they have become free forever, knowing good from evil; to act for themselves and not to be acted upon...And they are free to **choose liberty and eternal life, through the great Mediator of all men**, or to choose captivity and death...”

In President Gordon B. Hinckley’s words, “There is another war that has gone on since before the world was created...It is the war between **truth and error**, between **agency and compulsion**, between the **followers of Christ and those who have denied Him**. His enemies have used every stratagem in that conflict...to thwart the work of Christ.” From this description we learn that the cause of Christ is the cause of truth over error, agency over compulsion, enabling our eternal liberty. Jesus Christ is the “Author of Liberty.”

American Heritage School recognizes that in the grand story of liberty, Jesus Christ ordained that the United States of America become a nation wherein eternal principles of liberty could be enshrined in its creation. In Doctrine and Covenants 101, the Lord speaks of “the laws and constitution of the people, which I have suffered to be established, and should be maintained for the rights and protection of all flesh, according to just and holy principles; . . . And for this purpose have I established the Constitution of this land, by the hands of wise men whom I raised up unto this very purpose.”

Those principles established a government which “derives its just powers from the consent of the governed.” The “just powers” of this government exist to secure the God-given rights of life, liberty, and property, so that each can exercise moral agency, and be accountable before God for their decisions and actions. Religious freedom was established as the “first freedom,” the freedom which relies upon and reinforces all other core liberties essential to protecting the moral agency of each person. In a nation protecting the God-given rights of all, the house of the Lord could be “established in the top of the mountains,” and the gathering of Israel through the restoration of the Gospel could proceed.

John Quincy Adams, our 6th President, articulated this very purpose in a speech commemorating the 4th of July, in 1837. “Why is it that, next to the birthday of the Savior of the world, your most joyous and most venerated festival returns on this day [the Fourth of July]? Is it not that, in the chain of human events, the birthday of the nation is indissolubly linked with the birthday of the Savior? That it forms a leading event in the progress of the Gospel dispensation? Is it not that the Declaration of Independence first organized the social compact on the foundation of the Redeemer’s mission upon earth? That it laid the cornerstone of human government upon the first precepts of Christianity, and gave to the world the first irrevocable pledge of the fulfilment of the prophecies, announced directly from Heaven at the birth of the Savior and predicted by the greatest of the Hebrew prophets six hundred years before?” -- John Quincy Adams

At American Heritage School, The Seven Principles of Personal and Civil Liberty are principles focused on across the curriculum to inculcate an understanding of liberty through Christ, and the legacy of “just and holy principles,” that are part of our American heritage.



Principle Focus (by grade level)

Grade	The Principles of Personal and Civil Liberty
Kindergarten	Divine Identity and Purpose. Introduction to the concept of a timeline. Introduction and overview of all 19 links.
1 st Grade	Conscience, the Most Sacred of All Property. The Christian founding link, e.g. founding fathers and mothers of American Christian character and government.
2 nd Grade	Liberty through Christian Self-Government.
3 rd Grade	America's history of Christlike Character.
4 th Grade	Fullness of Liberty through Unity with God and Man
5 th Grade	Cultivating Self-Government in Others.
6 th Grade	Review all 7 principles. Survey of the Ancient, Middle, and Medieval History & Geography: Creation to the Reformation (A.D. 1500s).
7 th Grade	Review all 7 principles. A Survey of Modern History: Reformation (A.D. 1500s) to Restoration (A.D. 1800s).
8 th Grade	Review all seven principles. Rudiments of America's Christian history and government
9 th Grade	Review all 7 principles. Universal history I: Creation to the Middle Ages
10 th Grade	Review all 7 principles.
11 th Grade	Review all 7 principles.
12 th Grade	Review all 7 principles.



Statement of Educational Philosophy

American Heritage School focuses on three areas of education—
Christian Character, Transformational Scholarship, and Responsible Liberty.

Character › Scholarship › Liberty

Christian Character—The primary focus of all teaching and learning at American Heritage School is to help students develop hearts centered in Christ, influenced by His example, and refined by application of His truths in their lives. Teachers, staff and administrators are charged with being living examples of Christian discipleship by receiving the gift of His atoning power in their lives. This primary focus recognizes the essential role of the Holy Ghost to illuminate all learning through the light of Christ, and enable the conversion process through which His truths become woven into our lives.

Transformational Scholarship—American Heritage School provides a rigorous academic experience with a restored-gospel perspective. Teaching and learning “by study and also by faith” (D&C 88:118) is a revelatory process that requires the teacher and student to apply themselves diligently to researching, reasoning, relating, and recording their learning. We use best-practice teaching methods to stimulate curiosity, challenge assumptions, and allow students to think and act for themselves. Faith is not an excuse or substitute for poor research or reasoning but deepens and expands the need and desire for the hard and careful work that is essential to understand, apply, and internalize truth.

Responsible Liberty—The third primary focus, which is a result of Christian character and transformational scholarship, is grounded in the truth that God has given each of us the freedom to experience liberty and eternal life through Christ and his teachings, or captivity and death through disobedience to those teachings. We invite students to experience liberty through Christian self-government, recognizing that personal and civil liberty can only exist when there is adherence to moral law by self-governed individuals. By carefully studying the founding principles of America and the lives of the founding fathers and mothers, students learn the importance of moral self-government and why it is essential to lasting liberty.

“Now the *Lord* is that Spirit: and where the *Spirit* of the Lord is, there is *liberty*.”

-2 Corinthians 3:17



The most vital knowledge a student can acquire is an awareness of who he is—that he is a child of our divine Father who loves him, watches over him and wants him to become as He is. Only with such understanding of his self-worth and unlimited potential can the student be properly motivated and aspire to the most worthwhile goals.

Parents have the primary responsibility for the education of their own children, and the school exists only to assist them in performing their duty. Parents are their children's primary teachers and role models. Teachers at American Heritage School are tasked with supporting parents in their (the parents') divinely appointed roles as the first and most important teachers in their children's life.

– Taken from the writings of H. Verlan Andersen, a founder of American Heritage School

American Heritage School is not sponsored by, endorsed by, or affiliated with The Church of Jesus Christ of Latter-day Saints or any other denomination. Nevertheless, respect for all religions is taught. The school's mission establishes and encourages an environment that is oriented toward the Church of Jesus Christ, where principles are taught in the light of the restored gospel, and where faith in Jesus Christ is felt and demonstrated by each child and adult at the School.



The Christian View of the Child

The Lord Jesus Christ had a striking view of children that surprised even those closest to Him. From the account of the New Testament we see Him welcoming children to himself, healing children, holding up a child to teach His followers what the Kingdom of God is like, then exhorting Peter in his parting instructions to, “Feed my lambs.” From the account of the Book of Mormon we see Him calling the little children to Himself, one by one, praying for each, and weeping. It is then that he exhorts the parents to, “Behold your little ones.” This is a profound charge for all parents, teachers, and administrators over children. In former Primary General President Michaelene P. Grassli’s words, “When the Lord instructed the Nephites to behold their little ones, I believe he told them to give attention to their children, to contemplate them, to look beyond the present and see their eternal possibilities” (“Behold Your Little Ones,” LDS General Conference, Oct. 1992). This defines the “Christian View of the Child” at the heart of all pedagogical principles at American Heritage School.

In the words of a founder of the Foundation for American Christian Education (FACE), Carole Adams, “The Christian idea of the child mandates a method of education that is distinctly [scriptural].” Children are not passive recipients or empty cisterns to be filled by teachers. Christ saw each child as whole, a divine being with infinite potential, and a specific divinely appointed purpose and mission. As a result, education at American Heritage School is not test-driven, content-centered, education with a focus on covering material, presenting facts in “blocks, bits, blogs, and blurs.” Nor is the education child-centered with methods governed by gratify the child “sensorially and temperamentally.”

Rather, the education is Christ-centered, principled-based with a focus on the fulfillment of each child’s development and God-given purpose in Christ. We don’t seek for exposure to facts, but “mastery” of content, through careful study, drawing out of principles, making connections, and experiencing growth by applying truths learned. Teachers embody “the living textbook,” learning and teaching that is “living,” with the intent to inspire and enlighten understanding, while developing Christian character in form, manner, habits, and temper. (Taken from Noah Webster’s definition of “Education,” in the 1828 Dictionary).

That Christian view of the child is reflected in everything from how children are addressed, not as “kids” or “guys” but rather as “children, students, scholars, gentlemen, ladies,” etc., to the methodological approaches and curriculum, to the stewardship inculcated in children in response to evidence for their unique gifts and talents. The various chapters of this guidebook’s PEDAGOGY section address principles and practices that follow a “Christian View of the Child.”

From the Christian view of the child we don’t seek to have all children become Rhodes Scholars. We seek a fulfillment of their development and God-given purposes. We seek to give them the tools they need for the plan the Lord has for them. And then we seek to help them recognize their divine stewardship over all they have been given.



– Dr. Jenet Erickson, AHS Alumna
and AHS Trustee

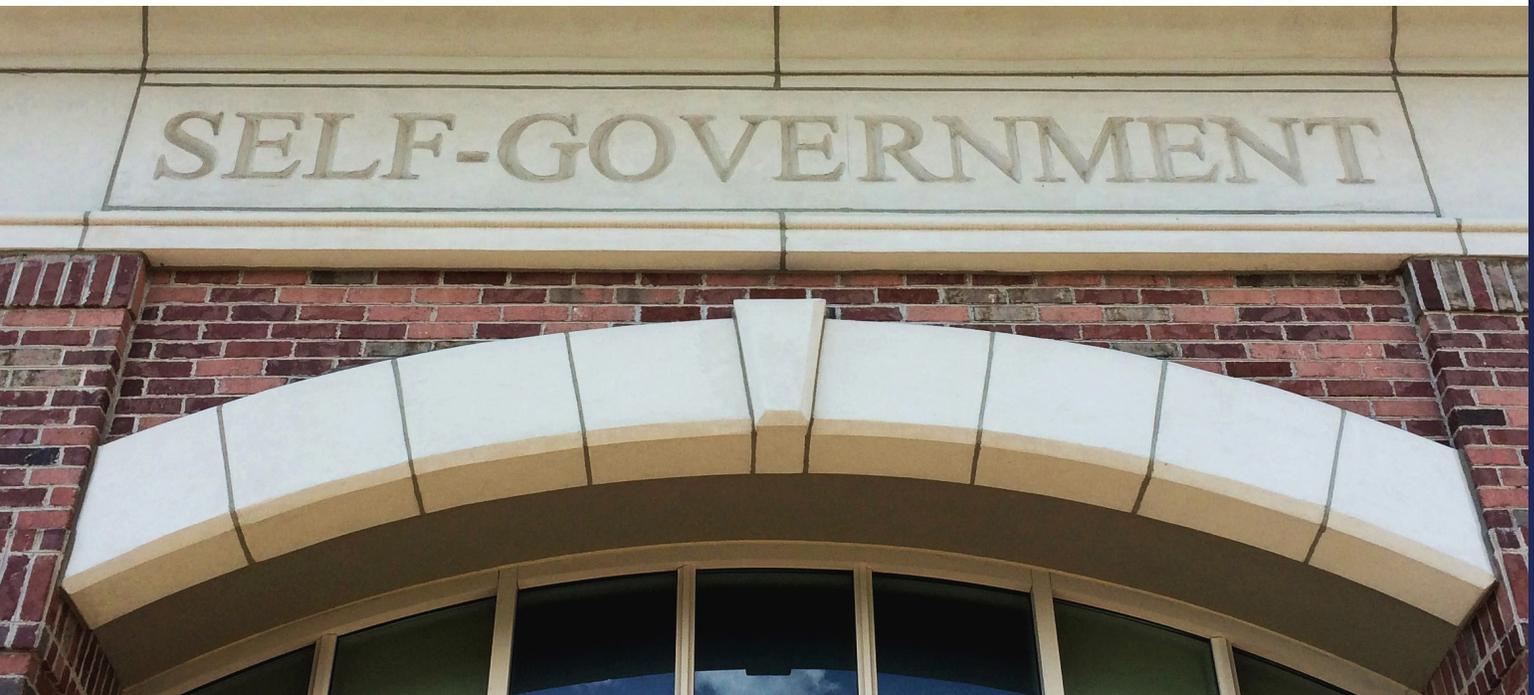
DIVINE STEWARDSHIP

Self-Government

The principle of Christian Self-Government is the guiding approach to all classroom discipline management. The principle recognizes that liberty is the result of choosing to be self-governed by the truths of Christ. In the classroom, this is reflected in how children are taught to behave, as well as children developing a sense of responsibility for their own learning and productivity. Children are likely to become responsible for their learning and self-government as they recognize their divine nature as children of God, His desire for them to become like Him, their dependence on Christ's Atonement (which allows us to be redeemed through repentance and faithful obedience), the blessings that are unlocked through sincere prayer, and the privilege of diligent obedience to the laws and ordinances of the gospel by which we can qualify to receive heaven's grace. Self-government in a nutshell is "doing the right thing because it is the right thing to do." This principle provides the foundation for classroom management and discipline.

The principle of self-government is the underlying purpose for the Honor Code to which students commit when admitted to the school. Adherence to the Honor Code is based in the truth that the ability to self-govern (or, in Restored Gospel terms: to exercise our agency) is directly correlated with our inward allegiance to correct governing principles. According to Jefferson and Locke, the principles taught by Jesus of Nazareth are the most correct governing principles known to mankind. When a love for these principles is developed through practicing them, and developing a love for Him, they can become the governing guide for a student's life, and the source of increased liberty and capacity. Christianity is the religion of liberty, preserved by self-government.

The Honor Code is founded in the two great commandments articulated by the Savior. Self-government void of agape (love for God) and caritas (charity for others) is no self-government at all. It is merely compliance, and lacks that which God requires most: "the heart and a willing mind" (D&C 64:34).



Honor Code



“Master, which is the great commandment in the law? Jesus said unto him, Thou shalt *love the Lord* thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt *love thy neighbor* as thyself.”
(Matthew 22:36–39)

The two great commandments to love the Lord and to love our neighbors are the two most important principles that we learn at American Heritage School. Students and employees are expected to live according to the standards and commitments set forth in the Honor Code and to keep these standards and commitments on campus and off campus “at all times ... and in all places” (Mosiah 18:9). Students and employees who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except for church attendance.

As is stated in the school’s mission statement: “All teachers, staff, administrators, and trustees shall strive to be living examples of the values, principles, and skills taught at the school.”

The school’s Honor Code incorporates the principles and guidelines found in the Church publications, “For the Strength of Youth” and “My Gospel Standards.” Employees also commit themselves to the standards set forth by The Church of Jesus Christ of Latter-day Saints in its publication, **“The Family: A Proclamation to the World.”**

All faculty, staff and students are expected to “conduct themselves in all aspects of life as Christians.” Thus, the school’s Honor Code is expected to be kept on and off campus. With limited exceptions (such as certain uniform policy and dress code requirements that apply only while at school), any personal activity or behavior away from school that contradicts the principles, policies and mission statement of the school may constitute grounds for dismissal from the school.

History of American Heritage School

Fifty years ago, a group of families gathered to begin the first year of American Heritage School. They were small in number but had a bold vision – to create a school where children’s academic learning could be bathed in the light of the Restored Gospel, grounded in a love for the principles of liberty and faith in Jesus Christ. The previous year, BY-High in Provo, also known as the BYU Training School, had closed its doors. With nowhere to send their children to receive an education grounded in faith, Verlan and Shirley Andersen and a small group of devoted friends took steps into the darkness, intent on establishing a school where such an education would be possible. When they were made aware of an old Latter-day Saint Chapel in Pleasant Grove that was up for sale, they knew Providence had opened the way.

The summer before the school opened, they worked to turn an old church building into a school, knocking down walls, creating classrooms and even putting together a makeshift playground. When founders Verlan and Shirley Andersen learned that numerous books from a school district in Phoenix, Arizona had been discarded in a dry river bed, they rented a large trailer, drove to Phoenix, then returned with the books to fill the school’s old green book shelves.

In the Fall, of 1970, with an enrollment of 85 students, in an old, run down building, with discarded books, and very little money, the vision took root. All material indications suggested there was no reason such a vision could be realized. But from the beginning, it was clear that the spirit of sacrifice would bring forth the blessings of Heaven. The devotion of those first teachers – Shirley Andersen, Glenna Peterson, Mabel Barlow, Velma Keith, Geneve Cornell, and Kay Asay came with personal risk, and great personal sacrifice. Many times, after the other expenses of the school were paid, there was not enough to meet payroll. But they consecrated their time, hearts, and minds to enlighten the hearts and minds of children, instilling in them a love for Christ and His liberty, believing that nothing else could matter more. It was that sacrifice that laid the foundation for what the school is today.



In the early 1990s, the way was opened for this fledgling school to have its roots more securely deepened and expanded. As a student at Brigham Young University, Gaylord Swim had been profoundly influenced by the teachings of professor, Verlan Andersen, which resonated with the truths of liberty planted in his heart by his own parents. Years later, when asked if he might join the board of American Heritage School, Gaylord accepted. From that point on, the vision, capacity, and goodness of Gaylord and Laurie Swim secured a future for American Heritage School that could only have been dreamed of by that first generation of founders. When Gaylord Swim passed away from brain cancer in 2005, Laurie continued the magnificent legacy they had founded together.

That legacy became available to a worldwide community when in 2012 the Family School was released. Verlan Andersen and Gaylord Swim both held close a vision of education centered in the home, where parents could be given the resources needed to make their homes bastions of faith and learning. With online educational resources for children from kindergarten to 12th grade, the Family School provides families worldwide access to the transformational methodology and principle-based curriculum experienced by students on this campus.



Methodologies

The principles, methodologies, and curricula of American Heritage School are consistent with widespread understanding of best practices in education that lead to transformational scholarship. These best practices include: critical thinking, citizenship, global competence, creativity, and collaboration. In addition, American Heritage places a focus on Christ at the center of all learning.



The Six "C"s of TRANSFORMATIONAL SCHOLARSHIP at American Heritage School



COLLABORATION

Synergy resulting from collaborative experiences elevates individual development and expression.

- All-Participation Athletics, Choir, & Orchestra
- Literature Circles ★ Gallery Walks
- Student Groups:** Robotics, Coding, Chess, Reading, Spanish
- Senior Trip & Service Projects
- Jigsaw Teaching Method
- Student-Directed Inquiry
- Project-Based Learning
- Student Government
- Student Peer Tutoring
- Science of Happiness
- Fishbowl Discussions



CHRIST-CENTERED APPROACH

Jesus Christ is the standard of character, source of all truth and the foundation of teaching at American Heritage School.

Principle Approach Methodology in All Subjects

- Daily Class Devotionals:** Prayer, Scripture Study, Sacred Music, Teachings of the Living Prophets
- Biblical Biography Research Paper
- Weekly Scripture Memorization
- Annual Grade-Level Devotionals
- "The Living Christ" & "Proclamation on the Family"
- Master Project ★ Ancestor Reports
- This I Believe ★ Enoch & Angel Letters

- Honor Code:** For the Strength of Youth
- Providential Timelines
- Senior Reflection Essays



CRITICAL THINKING

Methodologies centered on critical thinking processes and skills enable the academic excellence necessary for transformational scholarship.

- Grammar Focus:** Etymology, Sentence Diagramming
- Research, Reason, Relate, Record Methodology
- Word Studies:** Noah Webster 1828 Dictionary
- Blueprint Structure Writing Curriculum
- AP Classes/AP Capstone ★ Socratic Method
- Free & Open Inquiry ★ Logic & Fallacies
- Scientific Method Including Science Fair
- ACT Prep ★ History Research Project
- Student TED Talks ★ Senior Thesis
- Literary & Rhetorical Analysis Including Shakespeare
- Stock Market Simulation



CITIZENSHIP & PATRIOTISM

America's heritage of Christian character provides the model of public and civic virtue to develop responsible citizenship.

- Great American Documents Memorization
- 7 Principles of Personal & Civil Liberty
- Constitutional Convention Re-Enactment
- State Capitol Visit ★ Living Wax Museum
- Patriotic Program ★ Patriotic Essay
- Veteran's Day, Constitution Day, & Columbus Day Celebrations
- Providential View of History
- Principles of Leadership Course
- Freedom Festival Essays
- Crossing the Delaware



CULTIVATING GLOBAL COMPETENCY

Understanding languages, cultures, perspectives, and histories of peoples throughout the world magnifies individual potential by enabling unity with God and our fellowmen.

- World Languages Program ★ Hunger Banquet
- Service Club & International Service Trips
- After School Elementary Spanish
- International Cultural Celebrations
- International Student Program
- World History & Impact Studies
- Butterfly Research Experience
- International Biographies
- Constitutional Studies
- Geography Studies
- The Amazing Read



CREATIVITY

Each child of God has a unique divine purpose nurtured through creative expression in multiple modalities and genres.

- Notebook Methodology ★ Celebrations of Learning
- Journalism & Student-Designed Yearbook
- 3-D Models – Seven Wonders of the World
- Drama Programs Including Shakespeare Week & Improvisation
- Experiential Learning Week
- Journal Writing & Orthography
- Art Showcases ★ Dance Showcases
- Re-Enactments ★ Poetry
- Creative Writing Instruction
- Multi-Level Choir & Orchestra
- The Stories We Tell Ourselves

The Principle Approach

All learning at American Heritage School is grounded in **The Principle Approach**, a methodology designed to enable students to thoroughly **research** a subject area, **reason** out the principles of truth in that subject area, **relate** those principles of truth to their own lives as well as other subject areas, and to **record** their learnings of those principles of truth.

The Principle Approach® methodology was developed by the Foundation for American Christian Education (FACE) as an approach in which knowledge is applied to scriptural principles in order to elucidate the truths that govern that subject area, and to allow those truths to be related to other knowledge as well as the life of the student. The school has adapted the Principle Approach® to include the scriptural sources of the Church of Jesus Christ of Latter-day Saints: the Bible, the Book of Mormon, the Doctrine and Covenants, Pearl of Great Price, and published writings of prophets and apostles.

The Principle Approach® enables fulfilment of the fuller purposes of education articulated by President David O. McKay. (Conference Reports, April 1968, pp. 93-94).

Noah Webster described this as the primary purpose of education in the first American Dictionary of the English Language published in 1828, at the time of the Restoration:



Gaining knowledge is one thing, but applying it is quite another. Wisdom is the right application of knowledge, and true education – the education for which the Church stands – is the application of knowledge to the development of a noble and Godlike Character.

- David O. McKay

“Education comprehends all that series of instruction and discipline which is intended to: enlighten the understanding, correct the temper, form the manners and habits of youth and fit them for usefulness in their future stations.” (Webster’s Dictionary 1828)



Implementing The Principle Approach

4R-ing (pronounced "four-are-ing")

The 4R methodology is designed to facilitate transformational scholarship through a process of carefully examining a subject area, then identifying, analyzing, and applying principles of truth.

This methodology enables the ultimate aim of education: careful learning of the mind is informed and internalized by the heart, and applied in the formation of character.

Research

To diligently search and examine a subject area seeking to understand its facts and principles of truth.

Reason

To carefully consider and analyze the principles of truth revealed in the subject area.

Relate

To identify and analyze how these principles relate to other subjects and the individual life of the learner.

Record

To record insights and understanding about the knowledge and principles, to preserve what was learned.





RESEARCH

Research involves diligent searching and examination of a subject area to acquire knowledge of the facts and principles that govern that subject area. This process is undergirded by careful study of the scriptures to learn the principles of truth revealed by God, that are inherent to every area of study. Noah Webster' 1828 Dictionary defines this term as, "To diligently inquire and examine in seeking facts and principles." Research draws on original sources as well as other appropriate sources, including the scriptures. Jesus taught, "Search the scriptures; in them ye think ye have eternal life; and they are they which testify of me" (John 5:39).

Research Examples

- Guest speakers
- Listening
- Interviews
- Collecting items e.g.: rocks
- Experiments
- Observing
- Field Trips
- Skype/Virtual Tours of historic sites

REASON

Reason involves critically thinking to deduce and infer principles of truth from the knowledge obtained through Research. The revealed word of God provides the guide for identifying and discerning principles of truth in each subject area. Noah Webster's 1828 Dictionary defines the term as, "To deduce inferences justly from the premises. A faculty of mind by which it distinguishes truth from falsehood, and good from evil, and which enables the possessor to deduce inferences from facts or from propositions." This requires careful consideration, thoughtful pondering, and frequent reflection on the principles that govern and are demonstrated in the subject.

Reason Examples

- Critical thinking
- Discerning principles of truth
- Careful consideration
- Thoughtful pondering
- Reflection on principles

RELATE

To Relate involves drawing connections and applying the knowledge and principles learned in one context to other contexts, including and especially one's own life. In the process of relating, students both practice and experience the knowledge and principles learned, allowing them to have a personal relationship with the subject and its underlying principles. As defined by Noah Webster, to relate is to "tell or recite, to apply fact and truth to life and knowledge; to lay open the meaning; to make clear to the understanding" Any education is incomplete unless it includes the vital element of what a listener can and should do with the knowledge and principles learned. Relating is based in the truth that the purpose of education is to help students not just know, but to "become."

Relate Examples

- Relating to emotions
- Relating to experiences
- Relating to senses
- Comparing what you learn to what you know
- Thoughtful pondering
- Explain why two patterns match

RECORD

To Record means to account for and elucidate the knowledge and principles learned in a way that preserves the learning. As defined by Noah Webster, to record is, "To write a regular, authentic, official copy for preservation of what was studied." When students record the information learned, the understanding gained, and the insights developed in the process of learning about a subject area, they are able to make that learning their own possession. The process of recording develops thinking and communication skills while helping children to retain information longer. The Foundation for American Christian Education has described recording as "writing with the intent of preservation" and "etching with the intent of imprinting deeply on the mind, thus fixing on the heart and carving the character."

Record Examples

- Artwork
- Writing on paper/device
- Whiteboards
- Sing or compose a song
- Share impressions of the heart
- 3D model
- Text/email/blog
- Take photos/videos
- Poetry
- Play/puppet show



Priniples guide correct decisions. Spiritual moments will come...take a few moments to crystallize in a permanent record the sacred impressions of the Holy Spirit.

- Richard G. Scott



Devotionals

Daily devotionals in each class are a foundational practice that strengthens the researching and reasoning process by focusing students on principles revealed in the scriptures. In a daily devotional, students and teachers often sing a hymn, recite a memorization, then study and discuss various topics taken primarily from:

1. Current General Conferences
2. Book of Mormon
3. Come Follow Me
4. Scriptures
 - The Church of Jesus Christ of Latter-day Saints Bible
 - the Doctrine and Covenants
 - and the Pearl of Great Price.

This daily practice strengthens students' capacity to research and reason from truth, then apply principles learned through that study. Most often, devotionals occur at the beginning of the day, and for high school students additional time is woven into the first period for this purpose. By middle and high school, students often direct devotionals and lead the research, reasoning, and relating discussions.



The “recording” process of the devotional is reflected in an annual “Devotional Program” in which students formally share the knowledge learned from their daily devotionals including insights, memorizations, and factual learning in a program performed for the school community. All grades K-8 plan and perform one grade level/class devotional each year. In grades 9-12, devotionals take on less of a performance format in favor of presentations and displays. These become a precious method for imprinting truths and scriptural learning deeply in the mind and heart of each student.



Using a Timeline to Teach *“His” story*

Timelines are a methodology used at American Heritage School to help students visualize and internalize the sequencing of historical events, and the providential hand of God in history, “His-story.” In every classroom, a timeline of key historical events is placed where students can easily see it, so that it may be referred to in the teaching of all subjects. Children first learn the idea of chronological sequence of events as a preliminary step for the understanding of and memorizing of dates later. Learning and visualizing the sequence of events strengthens children’s capacity to reason from cause to effect and distinguish between the important and the inconsequential.

Timelines reflect the creativity and focus of the teacher, but all have the same 19 links or “memory guideposts” represented. This allows teachers to highlight the unique characters and events that are part of their particular curriculum within the sequence of 19 key events that the students are already familiar with.

These nineteen major events, characters, or links on what is termed “The Chain of Liberty through Christ” have been selected to study and illustrate God’s dealings with His children from Creation to the present. These links become “pockets” into which children deposit their growing knowledge of history. For example, when the children study Jamestown, the first permanent English colony in America, they are taught that its founding lies within the same time frame as the American Founding, a major link in America’s Christian history. Therefore, children quickly learn the significance of events in God’s timetable and then grow in their sense of time and chronology in relation to Christ, His Story. The mortal life of Jesus Christ (his birth, death, and resurrection) is the focal point of all history and is highlighted in some way on each timeline.

As teachers introduce new material, they are encouraged to have students quickly draw a timeline in their notes with key links and place the character or event being studied on the timeline in a different color. Across the years of elementary education, students master the chronology of the “Chain of Liberty through Christ” and are able to place all other historic information within those “memory pockets,” discerning how they contributed to or hindered the spread of God’s liberating truths. God’s plan for internal and external liberty is visually and permanently recorded in their brains!



"His" story TIMELINE LINKS



Pre-Mortal Existence

"The organization of the spiritual and heavenly worlds, and of spiritual and heavenly beings, was agreeable to the most perfect order and harmony: their limits and bounds were fixed irrevocably, and voluntarily subscribed to." (Joseph Smith)

Dispensation of Adam and Eve

"The greatest desire...of Father Adam...is to save the inhabitants of the earth." (Brigham Young)
 "By revelation, Eve recognized the way home to God. She knew that the Atonement of Jesus Christ made eternal life possible in families." (Henry B. Eyring)

Dispensation of Noah

"It was Noah's faith that enabled him to build an ark, and as a result of obedience to the commandments of God he and his household were saved, while those who lacked faith were buried in the great flood." (George Albert Smith)

Joseph of Egypt

"And the Lord was with Joseph, and he was a prosperous man; and he was in the house of his master the Egyptian. And his master saw that the Lord was with him, and that the Lord made all that he did to prosper in his hand." (Genesis 39:2-3)

The Nephites

"Lehi went down by the Red Sea to the great Southern Ocean, and crossed over to this land...and improved the country according to the word of the Lord, as a branch of the House of Israel." (Joseph F. Smith)

600 B.C.

The Creation

"The worlds were made by him; men were made by him; all things were made by him" (D&C 93:10)
 "When I laid the foundations of the earth . . . the morning stars sang together, and all the sons of God shouted for joy." (Job 38:4, 7)

Dispensation of Enoch

"The Lord gave that good old prophet Enoch, president of the Zion of God [which was taken up into heaven], who stood in the midst of his people three hundred and sixty-five years, a view of the earth in its various dispensations." (Wilford Woodruff)

Dispensation of Abraham

"The Lord made a special covenant with [Abraham] that through him and his posterity all nations of the earth should be blessed." (Joseph Fielding Smith)
 "From Abraham sprang two ancient races represented in Isaac and Ishmael." (Joseph F. Smith)

Dispensation of Moses

"Moses was given a dispensation of gathering and led Israel from Egypt to their promised land." (Joseph Fielding Smith)

Esther

"Esther, at the peril of her own life, pled with the king that her people should be spared. The king listened to her entreaty, and they were saved. One woman can make a great difference, even for a nation.
 These are challenging times. I believe your spirits may have been reserved for these latter days; that you, like Esther, have come to earth 'for such a time as this.'" (James Faust)



Condescension

"And I looked and beheld the virgin again, bearing a child in her arms. And the angel said unto me: Behold the Lamb of God, yea, even the Son of the Eternal Father! And the angel said unto me again: Look and behold the condescension of God!" (1 Nephi 11:20, 21, 26)

Resurrection

"The most important and most significant of all events that have happened in the history and life of mankind are the birth, life, death, and resurrection of our Lord and Savior, Jesus Christ, the only Begotten of God the Eternal Father." (N. Eldon Tanner)

Mortal Christ

And he spake unto me again, saying: Look! And I looked, and I beheld the Lamb of God going forth among the children of men. And I beheld multitudes of people who were sick, and who were afflicted with all manner of diseases, and with devils and unclean spirits; and the angel spake and showed all these things unto me. And they were healed by the power of the Lamb of God; and the devils and the unclean spirits were cast out. And I beheld that he went forth ministering unto the people, in power and great glory; and the multitudes were gathered together to hear him; and I beheld that they cast him out from among the. (1 Nephi 27-28)

50 A.D

Cycle of Apostasy and Enlightenment

"Jesus Christ granted a dispensation of the gospel to his disciples in the restoration of its fullness and the commission that they should go into all the world and preach the gospel." (Joseph Fielding Smith)

Wycliff and the Restoration

"The Bible declares the divinity of Jesus Christ and the importance of mankind's keeping the commandments of God." (Spencer W. Kimball)

1384

Christopher Columbus and the Explorers

"God inspired 'a man among the Gentiles' (1 Nephi 13:12) who, by the Spirit of God was led to rediscover the land of America." (Ezra Taft Benson)

1492

Christian Founding

"The hand of the Almighty was manifest on this continent even before the United States of America came into being. Before even disembarking from the Mayflower...our Pilgrim fathers drafted and signed the Compact that became the instrument of their governance." (Gordon B. Hinckley)

1620

Christian Republic

"Next to being one in worshiping God, there is nothing in this world upon which this Church should be more united than in upholding and defending the Constitution of the United States." (David O. McKay)

1787

Joseph Smith Dispensation of the Fullness of Times

"[The Restoration] ranks among the most important events ever to have transpired since the death of Jesus and his Apostles in the meridian of time." (Howard W. Hunter)

1820



1800'S
1900'S

Secularization and Divine Orchestration

"I believe that the appearance of God the Father and His Son, the Lord Jesus Christ, in 1820 to Joseph Smith unlocked the heavens not only to the great spiritual knowledge revealed in this dispensation but also to secular knowledge."
(James E. Faust)

NOW

Gathering of Israel

"The prophets likened latter-day Zion to a great tent encompassing the earth. That tent was supported by cords fastened to stakes. Those stakes, of course, are various geographical organizations spread out over the earth. Presently, Israel is being gathered to the various stakes of Zion."
(Ezra Taft Benson)

NOW

My Place in God's Plan

"The Lord has chosen a small number of choice spirits of sons and daughters out of all the creations of God, who are to inherit this earth; and this company of choice spirits have been kept in the spirit world for six thousand years to come forth in the last days to stand in the flesh in this last dispensation of the fullness of times, to organize the kingdom of God upon the earth, to build it up and to defend it." (Wilford Woodruff)

"What was it that Peter wrote concerning us of this generation? He said, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should show forth the praises of him who hath brought you out of darkness into his marvelous light."(1 Peter 2:9) You're not just here by chance. You are here under the design of God."
(Gordon B. Hinckley)

"Let us build Zion here. Let us cultivate the spirituality of the people. Let us teach faith. Let us teach the people to rely on the Lord and look to Him for strength and guidance and sustenance and love. You can live in comfort in your native land and build Zion here. This can become your Zion in a very real sense." (Gordon B. Hinckley)

NOW

Second Coming and Millennium

"Jesus Christ granted a dispensation of the gospel to his disciples in the restoration of its fullness and the commission that they should go into all the world and preach the gospel."
(Joseph Fielding Smith)



Memorizations

Memorization is a foundation methodology used at American Heritage School to develop in students the art of recording in the mind an understanding and exact articulation of any principle or idea. The purpose of memorization is to engrave inspired articulations of truths in the mind of a child, and enable them to store up within them scriptures, poems, quotes, or other information that will become useful to them in building the kingdom of God on earth. Memorizations will serve children throughout their lives by strengthening their capacity to “learn by heart.” As articulated by Susan Tanner, Susan Tanner, former general president of the Young Women, taught:



“Learning by heart . . . means to learn something so deeply that it becomes part of our core: it fills us; it changes us. . . . Learning by heart in its richest sense is a gospel duty. It is a twin commandment to remembering. We are to learn spiritual truth by heart and then retain in remembrance what we have placed deep in our hearts”

(“Learning by Heart,” *BYU Speeches*, Aug. 2004).

Memorizations facilitate that process of internalizing articulate descriptions of truth that can be drawn upon by the heart. The following chart provides a listing of some of the memorizations done in each grade.

ELEMENTARY					
KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
<ul style="list-style-type: none"> • First Article of Faith • <i>Starting with Me</i> • <i>I Am a Child of Royal Birth</i> • Second Article of Faith • Psalm 100 • <i>What Can I Give Him?</i> • <i>Kind Deeds</i> • James 1:5 • 1 Nephi 3:7 • <i>Columbus</i> • Mosiah 2:17 • Alma 32:31 • <i>Precious Stones</i> • <i>Hearts Like Doors</i> 	<ul style="list-style-type: none"> • <i>The Swing</i> by Robert Louis Stevenson • <i>Praise for Creation</i> by Isaac Watts • <i>The Lamb</i> by William Blake • Matthew 22: 37-39 • D&C 6:36 • D&C 58: 27 • 5th Article of Faith • D&C 18:10 	<ul style="list-style-type: none"> • Ephesians 6:11 • Psalm 23 • <i>The Creation Poem</i> • 2 Nephi 32 • <i>Christopher Columbus</i> by Laurie Stevens • <i>Little Crocodile</i> by Lewis Carroll • <i>Song</i> by Eugene Field • The Ten Commandments • 1 Samuel 16:7 • 2 Nephi 31:20 • Preamble to Declaration of Independence 	<ul style="list-style-type: none"> • President Hinckley “Be’s” • Bach quote • D & C136:28 • Isaiah 9:6 • Emily Dickinson quote • William Bradford quote • Chinese Proverb • Moroni 7:45, 47 	<ul style="list-style-type: none"> • Proverbs 3:5 • <i>The Village Blacksmith</i> • Mosiah 3:19 • 2 Nephi 32: 3 • The Ten Commandments • Johnny Tremain quote • Secret Garden quote 	<ul style="list-style-type: none"> • D&C 121:7-8 • <i>The Road Not Taken</i> by Robert Frost • Preamble to the Declaration of Independence • Preamble to the Constitution • D&C 14:7 • Christmas Bells • Gettysburg Address • D&C 101:79-80 • <i>Captain, My Captain</i> by Walt Whitman
MIDDLE SCHOOL					
SIXTH GRADE	SEVENTH GRADE		EIGHTH GRADE		
<ul style="list-style-type: none"> • Helaman 5:12 • 7 Principles • AHS Mission Statement • <i>’Twas the Night Before Christmas</i> • Ephesians 6:11-13 • Ephesians 6:14-17 • <i>The Living Christ</i> by the First Presidency 	<ul style="list-style-type: none"> • Proclamation on the Restoration • Joseph Smith’s First Vision excerpts 		<ul style="list-style-type: none"> • Proclamation on the Family 		
HIGH SCHOOL					
NINTH GRADE	TENTH GRADE	ELEVENTH GRADE		TWELFTH GRADE	
<ul style="list-style-type: none"> • <i>Invictus</i> • <i>If</i> • <i>Stopping by the Woods on a Snowy Evening</i> • <i>The Soul’s Captain</i> • <i>The Road Not Taken</i> 	<ul style="list-style-type: none"> • <i>Good Timber</i> • Selections from Elizabeth Barrett Browning • <i>The Builders</i> 	<ul style="list-style-type: none"> • Articles of the US Constitution • Declaration of Independence 		<ul style="list-style-type: none"> • Amendments to the US Constitution 	

Celebrations *The Capstone of Learning*

Celebrations are a methodology used at American Heritage School in which students participate in an event set aside to honor the learning they have done and to formally memorialize the extent, meaning, and significance of that particular focus of study. In the elementary grades, celebrations often center on a piece of literature they have thoroughly studied together and completed. They provide a culminating event in which the learning done can be demonstrated and meaningfully enjoyed and celebrated. Celebrations in which learning is memorialized and remembered is a principle taught in scripture, beginning with the annual event of "The Passover." Celebrations follow this pattern of bringing all of the learning together, often including food, story, and celebration, to provide a memorable way to remember, internalize and honor the focus of study.

Celebration Examples:

First Grade Celebrations:

Abigail Adams: Create a sampler (cross stich) of the students names; Abigail Adams tea party with a small luncheon with tarts; teach manners and have a little dance afterwards.

Charlotte's Web: Go to Wheeler Farm; Picnic Lunch; Farm Activities (milking a cow with gloves, egg toss, etc.)

Third Grade Celebrations:

Hans Brinker; or the Silver Skates: Take students ice skating at Peaks Ice Arena; have stroopwafels and hot cocoa.

The Lion, the Witch and the Wardrobe: Students sample Turkish Delight; make a shield representing a character quality they possess.)

Sixth Grade Celebrations:

The Children's Homer: Greek Olympic Games. Students divide into teams to create banner, clothing, and shields. Teams participate in events. Medals are awarded.

The Bronze Bow: Students divide into teams and create an authentic Roman chariot out of cardboard and other material. Pictures are taken with a laurel leaf & Caesar with winners. Greek style food is served including Baklava, pita and hummmus, olives, grape juice, and more.

Ancient Egypt Unit: Egyptian Death Mask are made by creating plaster face molds, then paint, decorate, and display. A Roman feast is provided including apricot ham, dates, figs, and other authentic Roman style food.

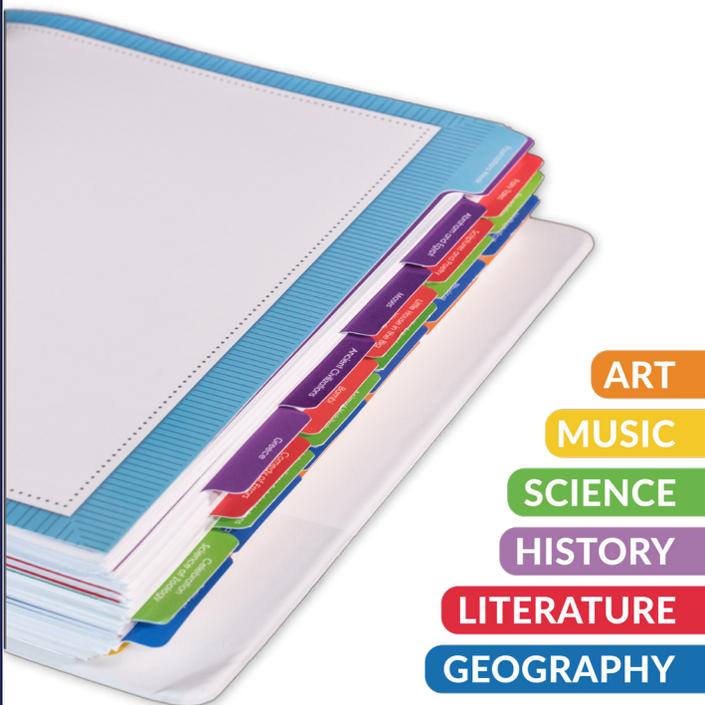


Notebooks

The Notebook Method is a methodology used at American Heritage School as a tool for children to record the knowledge that they have learned in a way that relates directly to them. A notebook most often consists of a three-ring binder divided by tabs for each subject. It is core to the 4-R methodology by providing a place for students to collect and keep an organized record of their researching, reasoning, and relating process for each particular subject area. It reflects the divine identity of each student by reflecting the child's individual process, creativity, and illustrations. It provides a permanent record of the child's education – in which careful learning of the mind is informed by the heart and applied in the development of a Christian character. It also aids the child's parents and teachers in evaluating progress, by providing a graphic illustration of the process of a child's character development, industry, diligence, and responsibility.

Value of the Notebook Approach

1. It aids in the purposes of education by providing a place for collecting a record of learning through research, reasoning, relating, and recording. It is a tool for organizing one's learning throughout the school year.
2. It is the product of the child's creativity and illustrations.
3. It is a permanent record of the child's process of becoming the disciple of Christ we are teaching them to become.



Guided Reading (Elementary)

"What is Guided Reading?"

Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time.

Guided reading is not an exercise to practice reading skills. It is research-based, professionally energized, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of high quality grade level books across a diverse array of literature and informational genres. Reading well means reading with deep, high quality comprehension and gaining maximum insight or knowledge from each source.

"Using benchmark assessments or other systematic observation, the instructional reading level of each student is determined. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time. In selecting a text for the group, the teacher uses the level designation; thinks about the strengths, needs, and background knowledge of the group; and analyzes the individual text for opportunities to support students' successful engagement with the meaning, language, and print of the text. The teacher uses the text to help the children expand what they know how to do as readers." (Fountas and Pinnell website)

- Guided reading is small group reading instruction in the reading area of need.
- Each group (4-5 students) will be using a different reading book, however, each child in the same group will use the same book, and the teacher will focus on their area of need e.g. **Fluency, comprehension, blending, connections/schema** (tone, theme, character traits, structure, author's schema, vocabulary skills, compare & contrast, reading for a purpose, story elements, genre), **sensory imagery** (vocabulary skills, drawing conclusions, creating imagery, senses, character traits, literary devices, story details), **questioning** (research skills, fact/opinion, note-taking, rereading, predicting, cause/effect, study skills, author's purpose), inference (cause/effect, drawing conclusions, rereading, compare/contrast, fact/opinion, evaluating information, theme, point of view, foreshadowing, connections, vocabulary skills), **determining importance** (skimming/scanning, power notes, summarizing, study skills, research skills, drawing conclusions, story mapping, note-taking, evaluating info), **synthesis** (retelling, rereading, research skills, schema, summarizing, theme, determining importance, literal to inferential).
- The teacher will work with one group at a time in 15-minute rotations.
- We use books from our leveled library.
- Students will be reading a book that interests them, in small groups, and at their level, concentrating on a reading strategy that supports their needs.
- Take Home Books: The books that the students take home should be at their independent reading level. They should be able to read them on their own without assistance. They should also be allowed to change them out as often as they student would like. There does not need to be mastery of these books. If the student is struggling with a book that they take home, then the reading level is not appropriate. Research has shown that it is quantity over difficulty that helps young readers improve. The more they read at their independent levels the better readers they will become. Texts that are difficult to read are for instruction and are best used as a tool by the teacher.



Word Studies

The Word Study is a methodology used at American Heritage School that specifically incorporates the entire 4-R process of Research, Reason, Relate, and Record into a single process.

In a Word Study, children select or are given a word that is key to the subject being studied. Students then use Noah Webster's 1828 Dictionary to look up, select and record the definition of the word. This is followed by an exploration of how the word has been used by the living prophets and in the scriptures. From the recorded definition and its usages, children reason a principle of truth based upon the definitions of the word and information obtained from the living prophets and the scriptures. Then they relate to the meaning of the word by recording their own thoughts, writing their own personal definitions, or relating to the meaning in some other way depending on the requirements of the particular Word Study and the teacher's assignment.

Word Studies go beyond vocabulary work; they allow the child to explore the meanings of words and the variations of language. Most importantly, it is a tool of scriptural scholarship that places the child on the pathway of reflective thinking and deductive reasoning derived from the scriptures. It guides a child in logical thinking and just reasoning by enabling the child to reason from cause to effect, and from choices to consequences starting first with scriptural meanings of words. Word Studies allow children to learn, for themselves, the way in which God uses a word and the particular meaning that the word has to Him.

The Noah Webster 1828 American Dictionary of the English Language is particularly useful because its definitions reflect principles key to the Founding of America, incorporate meanings taken from scripture, and elucidate understanding of word meanings at the time of the Restoration of the Church of Jesus Christ to the earth.

Noah Webster understood the power of words, their definitions, and the need for precise word usage in communication to maintain a distinct national identity. Eager for Americans to be free from the bondage of old-world ideas which were being disseminated through our young nation's educational system, Dr. Webster laid the foundation for a uniquely American education and the American usage of English words in his dictionary, which defined each word in light of its meanings and usage in the Bible and in the new Christian constitutional republic. Both his scholarship and productivity are without equal in America, earning him the title, "Father of American Christian Education and Scholarship." He felt deeply that it is the divine Word that consecrates and inspires the mind and builds intellectual virtue. His scriptural knowledge and research are evidenced in his definitions; fully 70 percent of his definitions employ scripture to assist in gaining an understanding of the word. In addition, he researched every word through his studies of twenty-six original languages to provide the root meanings.



The divine Word consecrates and inspires the mind and builds intellectual virtue. - Noah Webster

Word Study Guidelines

The Word Study should inspire the learner with insights about a specific topic and should help to instill a love of language. The Word Study has the potential to open the heart and mind to personal revelation.

Pattern of the Word Study: The Word Study utilizes the 4-R process—Research, Reason, Relate, and Record. A formal Word Study should contain the following components:

Definition of the Word: The primary definition should be obtained from Webster's 1828 American Dictionary of the English Language, and the most applicable components of the definition should be selected for analysis. If appropriate, the definition from a modern dictionary could be included as a point of comparison and contrast.

Words of the Prophets and Other Wise Men and Women: When possible, include the words of living prophets and apostles. The number of quotations required should be determined by the instructor. A minimum of two quotations is recommended.

Words of the Scriptures: Encourage class members to seek scriptures from all the Standard Works. The number of scriptures required should be determined by the instructor. A minimum of two scriptures is recommended.

Personal Definition: The instructor should determine the best way to use the Personal Definition component of the Word Study to further the purposes of their subject matter and course content. This step captures the Reason, Relate, and Record portions of the 4-R method.

Personal Classroom Application: The instructor should determine the best way to use the Word Study method in their classroom. Ideally, they should assign one formal Word Study per term. However, the instructor should also seek opportunities throughout the year to conduct informal Word Studies. These impromptu, informal word studies can be conducted as a class, in small groups, or individually. Informal Word Studies may include all four components of the formal Word Study; they may also be streamlined for the purposes of classroom objectives. By finding many ways to adapt the principles of the Word Study to their classroom content, the instructor will demonstrate a love of learning and will model the 4-R method for their class members.



Character Charts

Character charts, sometimes referred to as T-charts, are a methodology used at American Heritage School to facilitate reasoning in cause to effect by evaluating the development of characters in literature and history. In elementary grades, a T-Chart is created by folding a sheet of notebook paper down the middle and drawing a large “T” which creates a heading, and two columns. At the top of the left column, the student writes the word “External” and then reasons from the text being studied about the “external characteristics” of the character or historical figure. In the right column, the internal qualities of the individual being studied are reasoned out and listed. In both columns exact language from the text along with the page numbers to develop in students the capacity for precision in both analyzing and citing the sources for the analysis. This T-chart methodology focuses a student on the development and evidence of character, and the cause to effect dynamics resulting in the development of that character.

The methodology recognizes the truth of Elder Richard G. Scott's words, “Faith will forge strength of character available to you in times of urgent need. Such character is not developed in moments of great challenge or temptation. That is when it is used. Character is woven patiently from threads of principle, doctrine, and obedience” (“The Transforming Power of Faith and Character,” General Conference, Oct. 2010).

Name: _____ Literature/Heidi by Johanna Spyri	
<u>Heidi</u> (Character)	
EXTERNAL	INTERNAL
<p>Can hardly wait to take the box to the grandmother. Enjoys reading hymns to the grandmother.</p> <p>Says she'll go with the doctor. Comforts the doctor about not bringing Klara.</p> <p>Wants the grandmother to have a good bed.</p> <p>Explains to the doctor how the Lord works.</p> <p>Makes her bed and tidies up.</p>	<p>Likes serving</p> <p>Has compassion</p> <p>Loves and understands God</p> <p>Orderly</p>



Example of Know, Do, Become Objectives

Grades 6–12

The following chart provides examples of objectives for grades 7–12 reflecting the process transformation scholarship process of moving from knowing to doing to becoming.

	KNOW	DO	BECOME
	Facts, Concepts, Procedures	Skills, Applications, Performances	Attitudes, Dispositions, Feelings, Beliefs, Habits
	Define control group and variable group.	Design a scientific experiment that controls for variables.	Humbly acknowledge that both scientific research findings and your own understanding of truth are tentative.
	Explain the five causes of World War I.	Evaluate bias in primary and secondary historical sources.	Practice the habits of an informed citizen who stays abreast of current events and relates them to principles from history.
	List the components of an effective essay introduction.	Compose an introduction that effectively hooks the reader's attention, summarizes the author, summarizes the text, and states a thesis that takes a clear position and establishes a line of reasoning.	Communicate with empathy and clarity to advocate for truth.
	Solve a quadratic equation by factoring.	Calculate the selling price that will maximize profit for a business using quadratic equations.	Feel confident in math and believe in its relevance to real life.
	Conjugate irregular past tense verbs in Spanish	Conjugate irregular past tense verbs in Spanish in student-generated conversations.	Become sensitive to cultural differences and ready to celebrate the good in Latino cultures.



Anthems of Liberty

Children at American Heritage School are nurtured at every grade in a love for the great anthems of liberty that are part of our American Heritage, as well as recitations and poetry that reflect and instill a love for that heritage. During the daily devotional period, students recite the Pledge of Allegiance. They also participate in singing the National Anthem including the first and third verses on a regular basis. Across the curriculum they are exposed to a range of American patriotic songs which they participate in singing. Our own school song, "Children of Liberty," which they sing throughout their experience at American Heritage reflects our deep commitment to the Cause of Christ, eternal liberty for all of God's children.



Children of Liberty

Children of liberty, learn from the past;
Truth, honor, charity, this is our task.
Our fathers gave to us this land unvalled.
To grow and joy therein and serve our God.

Children of liberty, now visions come.
Live your life carefully, obey the Son.
Be to your brothers a measure that's true.
Give to them willingly God's love through you.

Children of liberty, day-light is low;
Darkness and storm converge, let your ray glow.
Present and past are yours to live a-new;
Prepare for Christ to come in all you do.



Star-Spangled Banner

1. Oh say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thru the night that our flag was still there.
Oh say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

3. Oh, thus be it ever, when free men shall stand
Between their loved homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!



HOW TO LEAD THE PLEDGE OF ALLEGIANCE

In honor of one nation under God, please stand. Please join me in the Pledge of Allegiance.
"I pledge allegiance...."

or

In honor of God and country, please join me in the Pledge of Allegiance. "I pledge
allegiance...."

Note: Verses 1 & 3 are used when singing the Star-Spangled Banner



Classroom Constitutions

The Seven Principles of Personal and Civil Liberty provide the foundation for a focus on Christian Self-Government as the guide for classroom discipline. Consistent with that focus, each class creates their own classroom constitution every year to define the laws and principles by which they will govern their class for that year. This constitution serve as a “compact” made between students and their teacher whereby the rule of law is established as a living guide within the classrooms.

SAMPLE CLASS CONSTITUTIONS

Guiding Principles

1. **LOVE** everyone, including myself; look around and **be helpful.**



2. **Listen** to others and **respect** them. Include myself and others.



3. We **give of our best** every day and we **care** for the things around us.



Class Constitution 2014 – 2015

We, the truth-loving scholars of Mrs. Updike's Seventh Grade Class, strive for excellence in our efforts, choices and responsibilities to establish the Kingdom of God on earth.

Our philosophy is to go about doing our Father's business as Christ did. Jesus Christ spent His entire life serving others; if we do this, our classroom will become a cleaner and happier environment.

We learn the Seven Principles of our School:
God's Principle of Individuality
The Christian Principle of Self-Government
America's Heritage of Christian Character
Conscience is the Most Sacred of All Property
The Christian Form of Our Government

How the Seed of Local Self-Government Is Planted Locally
Unity with Union

As we study these Principles, we learn that we are special in the sight of God, we learn to follow our conscience, and we learn to be unified as a class and as a School. We also learn to become more in tune with the Spirit of God which helps us to hold fast to the iron rod!

We, as scholars of American Heritage School, will establish Jesus Christ as our First Cause through obedience, compliance and submission to all teachers, parents and administrators.

As scholars of the God's Word, we will strive to live by the correct methods that we have been taught. These methods are: 4R-ing, Governmental Thinking, Word Studies, Notebooks Memorization and Character Charts. These methods we will use throughout our daily activities

As we diligently strive to be scholars of the Abrahamic Covenant by pondering and applying the truths of providential History, Language and Literature, we will better prepare ourselves for our future mission in God's eternal Plan of Salvation.

We, therefore, as scholars of American Heritage School, do strive to make those choices that will add to the glory of God and show our devotion to our Lord and Savior, Jesus Christ. Let it so be, Amen!

Kindergarten Classroom Constitution

1. I will invite the spirit into the classroom.
2. I will obey my teacher at all times.
3. I will govern myself and respect my classmates.
4. I will be a good steward over my property and the school.
5. I will do my best at all times.

Student Signature

Parent Signature

Our Class Constitution



We whose names are underwritten, the students of Mrs. Coy's 5th Grade Class of 2015-2016, having undertaken, for the glory of God, do mutually in the presence of God, and one another, covenant and combine ourselves into a united body for advancement in our pursuit of self government and lifelong learning by pledging to do the following:

Work Hard	Love by Faith	Have Humility
Serve Others	Be Obedient	Finish our Work
Seek Knowledge	Respect Everyone	Take Turns
Protect the Weak	Help Each Other	Be Happy
Promote the Peace	Support Each Other	Raise our Hands
	Love the Golden Rule	

In witness whereof we have hereunder subscribed our names on the
17th of September 2015.
Mrs. Coy
Benson Christiansen
Annika Southern
Allen LeSueur
Elisa Nicholosi
Lexi Macke
Christian Stevens
Becca Rose
Thane Willes
Kenya Clark

Pedagogy

Unlocking Individual Potential



Expect the Best

Teachers who have a vision for each of their students and believe they can achieve will get the best from those students. When teachers expect more of a child, the child will come to expect more of himself.

Set High Standards

In successful classrooms, teachers welcome a considerable amount of individuality, but they insist on certain core principles as well as high standards. Successful inspirers have a devotion to ideas and superior work. As James Russell Lowell put it, "Low aim, not failure, is criminal."

Use Role Models to Encourage Success

Great persuaders are good storytellers because they know that people are more easily influenced by individualized experiences than by principles. The way to impart strong values is to hold up real people who embody those values, just as our Heavenly Father has done in the scriptures.

Place a Premium on Collaboration

High esprit de corps, class spirit, and allegiance to one another reflect good leadership and encourage the best development of each child. Morale is the responsibility of the captain.

Study the Child's Needs

Praise and pep talks only go so far. We must ask questions about what our students think, feel, like, and dislike. Listening—real listening—builds trust and provides keys to unlocking an individual's potential. Time set aside for individual student goal setting is time wisely invested.

Recognize and Applaud Achievement

Catch your students doing something right! Your students want to be appreciated, and when you appreciate them, they will follow you a long way. As Samuel Johnson said, "The applause of a single human being is of great consequence."

Create an Environment Where Failure Is Not Fatal

Failure plus persistence equals success. Teach students to turn failure into a battle in the war that will bring final triumph. The ability to fail gracefully leads to lasting success—history is full of examples—because the ultimate weapon is character!

Appreciate the Power of Inspiration

Inspiration must be valued and sought above all else in the classroom.



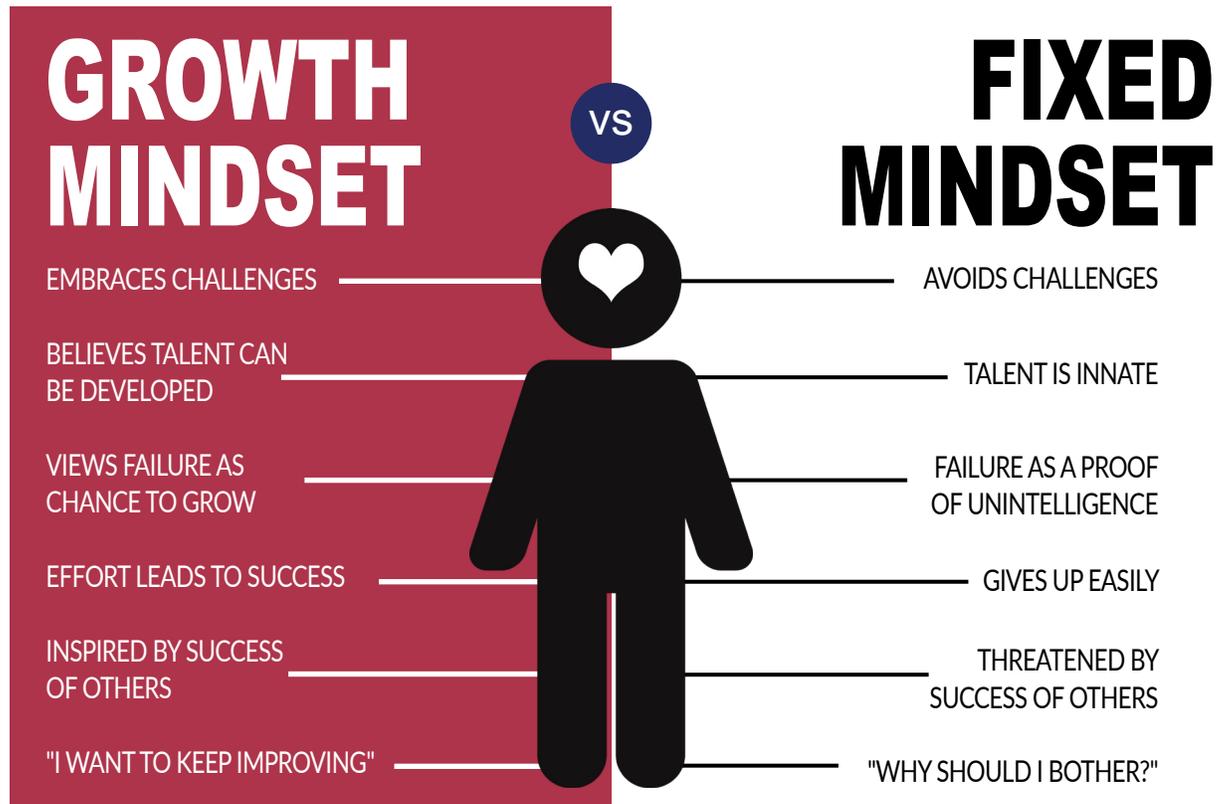
INSPIRE, v.t. to breathe into; to infuse into the mind as to inspire with new life; to suggest ideas or monitions supernaturally; to communicate divine instruction to the mind.

INSPIRATION, n. The infusion of ideas into the mind by the Holy Spirit; the conveying into the minds of men, ideas, notices or monitions by extraordinary or supernatural influence; or the communication of the divine will to the understanding by suggestions or impressions on the mind, which leave no room to doubt the reality of their supernatural origin.

- American Dictionary of the English Language, Noah Webster 1828

Growth Mindset vs Fixed Mindset

"In a *growth mindset*, people believe that their most basic abilities can be developed through education and hard work - brains and talent are **just the starting point**. This view creates a love of learning and resilience that is essential for great accomplishment." - Carol Dweck



How Can We Teach Growth Mindset?

- Praise effort not ability (no S words - stupid, smart)
- Ability: "You are so smart" VERSUS Effort: "You really tried!", "You worked so hard!" "I am proud of your effort on this."
- Teach students that their skills are malleable. They can increase their ability in any area.
- Don't rush things. "Don't worry- you'll get there. **You're just not there yet.**"
- Focus on the process: Focus on what students can control - their effort, courage, work ethic, diligence. "*I stink at math...*" - Response: "**You haven't got it yet**, but you will. Let's take a look at what worked and what didn't work with how you solved the problem." "*I am not a good writer...*" Response: "**You are a writer-in-training**. It takes practice to be great, so let's practice."
- Create a safe environment. Failure is not bad, in fact, we can even celebrate it!
- "When we give our best effort, there is no failure, just disappointment." (Coach John Wooden)

"There is no innovation and creativity without failure. Period."

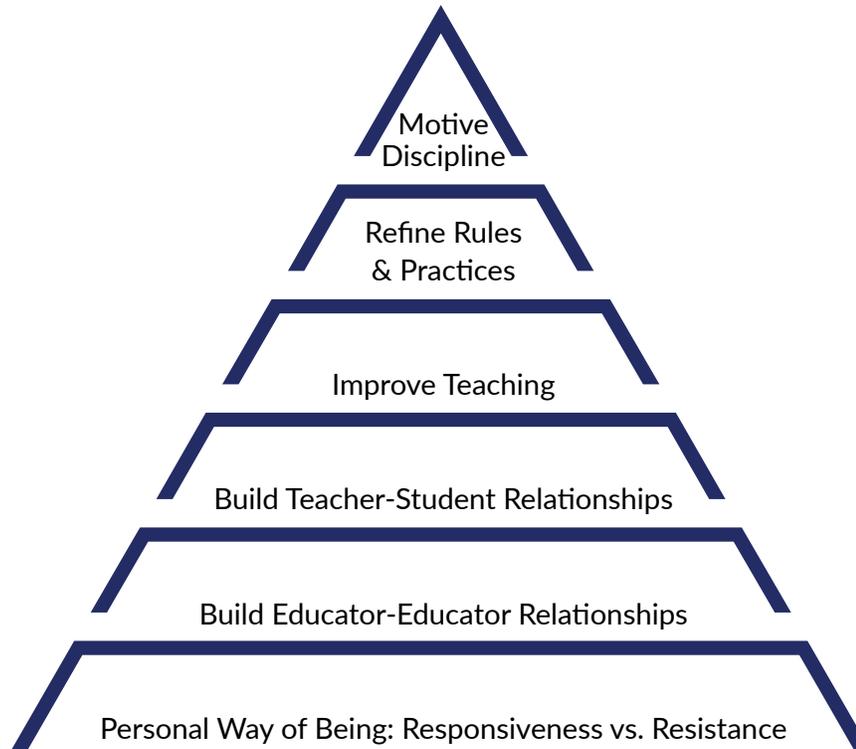
- Brené Brown



What can I do to help things go right?

THE EDUCATION PYRAMID™

OBJECTIVE: INSPIRE LEARNING



The Pyramid Teaches Five Lessons

(Taken from *The Choice in Teaching and Education*, section 37)

First: Most time and effort should be spent in the lower levels of the pyramid. This reduces the need for motivation and discipline and also makes it possible to correct effectively when correction IS required.

Second: One's effectiveness at each level of the pyramid depends on one's effectiveness at the level below.

Third: The solution to a problem at one level of the pyramid always lies below that level of the pyramid.

Fourth: To help things go right, one's ongoing efforts should be from the bottom of the pyramid up. When things go wrong, problems are located by thinking from the top down.

Fifth: The effectiveness of any educational effort ultimately depends on the educator's personal way of being.

If I have a motivation or discipline problem, I should consider how I might refine my rules and improve my teaching. If my teaching is not helping, I should work to improve my relationships. If my relationships still suffer, then I need to focus anew on my way of being.

Trouble at the top of the pyramid suggests resistance at the bottom.



Student Discipline (See also Self Government, p. 8)

Establish relationships of high love and high expectation with consistent boundaries, but make sure that students feel safe to respectfully challenge you as the teacher and inquire about the boundaries. Explore their challenge with curiosity and appreciation. Let them know that you are grateful that they had the courage to express a different opinion. This is the essence of free, open, and faithful inquiry. Avoid dismissing a different opinion.

When a student expresses a different opinion from the class or the teacher, they are at their MOST VULNERABLE and, if you validate them, their MOST TEACHABLE place.

"There are times when you ask questions or challenge ideas, but if you've got a teacher that doesn't like that or the other students in the class make fun of people who do that, it's bad. I think that most of us learn that it's best to just keep your head down, your mouth shut, and your grades high."
 - (Middle School student quoted by Brené Brown in *Daring Greatly*)

Avoid SHAMING a student

- Shame is the intensely painful belief that there is something about us that makes us unworthy of love and belonging. Instead of saying, "I did something bad," (guilt) shame says, "I AM bad."
- In grade school (through 5th grade approximately) shame is experienced as trauma because you are dependent on others for food, clothing, and your survival.
- Shame is the threat of being unlovable.
- Shame prevents learning.

Do we shame students without realizing it?

Less Effective (Potentially Shaming)	More Effective
A teacher has students pull a red card when they misbehave.	Make efforts to preserve student dignity by doing one-on-one coaching or conferencing. Practice private conversations instead of public discipline.
A teacher writes names on the board of those students who are misbehaving.	Correct a student kindly and consistently. Note the correction and deduct from the self government grade. If needed, pull them aside after class and let them know that they received reduced points for class participation today.
A student publicly disagrees with a classroom policy or an opinion the teacher has shared in class. The teacher corrects them and points out their error publicly.	If possible, try to find areas of agreement with the student. Empathize. If needed, privately address the student's disagreement with policy.
A teacher routinely has students grade one another's papers or shares grades aloud in class.	Always keep grade information private. Create a classroom culture that celebrates growth rather than traditionally good grades.
A teacher speaks and conducts class in a way that signals clear favorites among students.	Make an effort to highlight positive aspects of all students – things they do well, areas of growth, etc.



Curriculum Scope and Sequence

SYLLABUS

A Syllabus is typically a document that includes a course overview and shows the progression of units and lesson plans within a single course, including key texts/resources, and instructor expectations. It is far more detailed than a general scope and sequence.

American Heritage School
Principles of Leadership and Personal Management
Leadership and Field Learning Course, 2017-18
Instructor: Brent Beckwith



The major themes of the Principles of Leadership and Personal Management Course is "Inside Our Leadership," as it relates to the need of all students to learn from the books (literary and practical) that are available (electronically and physically). The two anchor texts for the course are (1) Stephen W. Emmons' <http://www.foxandhounds.com>, which focuses on the leadership aspect of "characterizing others," "character leadership," "responsibility," "accountability," "the law of the land," "social leadership," and "charismatic leadership," and (2) Dr. Stephen A. Covey's *The 7 Habits of Highly Effective People*. Various fragments of wisdom from different disciplines will be introduced and studied during field learning experiences. Use of study aids like lecture notes, registration, and avoiding and overcoming addiction behaviors, respectively, will be applied to these learned leadership skills through field learning and action-learning activities in the courses, planned and executed by the students.

FIELD LEARNING AND SERVICE ACTIVITIES

Field Learning #1
Highland Young University (Fall 2017)
Marriott School of Management
J. Reuben Clark Law School
Spring Service Center

Field Learning #2 "Advocacy Day" in Salt Lake City (Spring 2018)
Addressed locations (containing items)
Deer Creek & Grand Canyon (Utah)
Knox & McKelvie (New York)

Curriculum & Resources

- *Atlas: The Physical Universe*, Stephen W. Mindes, Edging, Aug. 2015, 5
- *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, by Stephen R. Covey, Simon & Schuster, 1989.
- *Colossus: Who's Right with the Word (DVD and Material)*, Dwight Jones, Star Theater Distribution
- *Parsons of U.S. Labor: Tucker (DVD)*, BYU Marriott School of Management
- *J. Reuben Clark: Statesman and Dragon (DVD)*, BYU J. Reuben Clark Law School
- *Ever Left Home: A Biography by Brent L. Covey*, Quorum Book Company
- *J. Reuben Clark: The Public Years*, by Frank Fox, Highland Young University Press, 1984.
- *Paraphrasing the Great Sir: A Guide for Latter-day Saint Families (DVD)*, Committee for Disciplinary and Student Care Distribution, 2005.
- *Clarity in the Fog: Negotiating Agreements Without Giving In*, by Robert Fisher and William Ury

Books

The Principles of Leadership Course is a self-paced course taken either in one semester (twice per year) or over the course of the full year (once per year). Homework will be minimal. Most units will include a 1000-level reading assignment, internet work, and video (DVD, CD, Internet, electronic) and participation will be crucial, particularly for field learning events, which constitute 50% of the overall grade.

The publication of points in the course will be as follows:

- Attendance/Quizzes (Given immediately upon opening field): 20%
- Homework: 10%
- Midterm Exam (Given prior to order and completion): 10%
- Final Learning Events (May be dropped if missed): 50%
- Class Participation: 10%
- Classroom Activities: 10%

Are questions? Feel free to contact us. We look forward to this course with you!

Instructors: -Ari, Beckwith

Start Dates:
In-person: 2017-18, 2018-19, 2019-20
2020-21, 2021-22
www.ahs.edu

Principles of Leadership Course Syllabus

I. Unit 1: Foundations

- a. Lesson 1: Welcome & Introduction (Emma Brock, Channah, Robert, and Grant)
- b. Lesson 2: Inside the Perfect Leader by Stephen W. Emmons
- c. Lesson 3: Colossus: Who's Right with the Word (DVD), Distribution Distribution
- d. Lesson 4: Colossus: Who's Right with the Word (DVD)

II. Unit 2: The 7 Habits of Highly Effective People, by Dr. Stephen R. Covey

- a. Lesson 5: Habit 1: Be Proactive
- b. Lesson 6: Habit 2: Begin with the End in Mind
- c. Lesson 7: Habit 3: Put Things First
- d. Lesson 8: Habit 4: Think Win-Win
- e. Lesson 9: Habit 5: Seek First to Understand, Then to be Understood
- f. Lesson 10: Habit 6: Synergize
- g. Lesson 11: Habit 7: Sharpen the Saw
- h. Lesson 12: Review of Habits performed in the First Semester Field

III. Unit 3: Biographies of Notable Leaders

- a. Lesson 13: *Field Learning Event #1: Brigham Young University (Fall Semester)*, early life and leadership of one of the 18 Mormon Founders (Brigham Young School of Management) (1)
- b. Lesson 14: *Field Learning Event #2: Brigham Young University (Spring Semester)* (2) Henry B. Eyring and Henry (Harold) Lyng (Lyng Science Center) (3) J. Reuben Clark, Jr. (4) J. Reuben Clark Law School (5) Margaret Thatcher
- c. Lesson 15: *DVD Introduction of Sir John Lubbock and "Madonna M. Searcy"* (Chapter 14 of *Our Past Begins*, a Biography by Brent L. Covey)
- d. Lesson 16: *Shane Warner*, author, contemporary and historical: Margaret Thatcher, Kamaladevi Chatterjee, Thoreau, Margaret Thatcher, Flora Baskin, Margery Henley, Isaac Asimov, Albert Einstein.

IV. Unit 4: Advocacy

- a. Lesson 17: *Advocacy Defined and Illustrated: The Three Great Historical Professions* (Medicine, Law, Clergy) "Our Lessons Learned" from Dennis H. Case (pre-2000s advocacy of a national education)
- b. Lesson 18: *Field Learning Event #3: Advocacy Day - Salt Lake City (Spring Semester)* (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100) (101) (102) (103) (104) (105) (106) (107) (108) (109) (110) (111) (112) (113) (114) (115) (116) (117) (118) (119) (120) (121) (122) (123) (124) (125) (126) (127) (128) (129) (130) (131) (132) (133) (134) (135) (136) (137) (138) (139) (140) (141) (142) (143) (144) (145) (146) (147) (148) (149) (150) (151) (152) (153) (154) (155) (156) (157) (158) (159) (160) (161) (162) (163) (164) (165) (166) (167) (168) (169) (170) 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CURRICULUM MAP

A curriculum map is a more sophisticated analysis of a scope and sequence that carefully addresses curriculum coverage, interrelation of curriculum, and timeframe.

Week	Unit	Skills	Language Arts	Mathematics	Science	History	Art	Music	Physical Education	Health	Character Education
Week 1	Unit 1	1.1	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9
Week 2	Unit 1	1.2	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9
Week 3	Unit 1	1.3	1.3.1	1.3.2	1.3.3	1.3.4	1.3.5	1.3.6	1.3.7	1.3.8	1.3.9
Week 4	Unit 1	1.4	1.4.1	1.4.2	1.4.3	1.4.4	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9
Week 5	Unit 1	1.5	1.5.1	1.5.2	1.5.3	1.5.4	1.5.5	1.5.6	1.5.7	1.5.8	1.5.9
Week 6	Unit 1	1.6	1.6.1	1.6.2	1.6.3	1.6.4	1.6.5	1.6.6	1.6.7	1.6.8	1.6.9
Week 7	Unit 1	1.7	1.7.1	1.7.2	1.7.3	1.7.4	1.7.5	1.7.6	1.7.7	1.7.8	1.7.9
Week 8	Unit 1	1.8	1.8.1	1.8.2	1.8.3	1.8.4	1.8.5	1.8.6	1.8.7	1.8.8	1.8.9
Week 9	Unit 1	1.9	1.9.1	1.9.2	1.9.3	1.9.4	1.9.5	1.9.6	1.9.7	1.9.8	1.9.9
Week 10	Unit 1	1.10	1.10.1	1.10.2	1.10.3	1.10.4	1.10.5	1.10.6	1.10.7	1.10.8	1.10.9
Week 11	Unit 1	1.11	1.11.1	1.11.2	1.11.3	1.11.4	1.11.5	1.11.6	1.11.7	1.11.8	1.11.9
Week 12	Unit 1	1.12	1.12.1	1.12.2	1.12.3	1.12.4	1.12.5	1.12.6	1.12.7	1.12.8	1.12.9
Week 13	Unit 1	1.13	1.13.1	1.13.2	1.13.3	1.13.4	1.13.5	1.13.6	1.13.7	1.13.8	1.13.9
Week 14	Unit 1	1.14	1.14.1	1.14.2	1.14.3	1.14.4	1.14.5	1.14.6	1.14.7	1.14.8	1.14.9
Week 15	Unit 1	1.15	1.15.1	1.15.2	1.15.3	1.15.4	1.15.5	1.15.6	1.15.7	1.15.8	1.15.9
Week 16	Unit 1	1.16	1.16.1	1.16.2	1.16.3	1.16.4	1.16.5	1.16.6	1.16.7	1.16.8	1.16.9
Week 17	Unit 1	1.17	1.17.1	1.17.2	1.17.3	1.17.4	1.17.5	1.17.6	1.17.7	1.17.8	1.17.9
Week 18	Unit 1	1.18	1.18.1	1.18.2	1.18.3	1.18.4	1.18.5	1.18.6	1.18.7	1.18.8	1.18.9
Week 19	Unit 1	1.19	1.19.1	1.19.2	1.19.3	1.19.4	1.19.5	1.19.6	1.19.7	1.19.8	1.19.9
Week 20	Unit 1	1.20	1.20.1	1.20.2	1.20.3	1.20.4	1.20.5	1.20.6	1.20.7	1.20.8	1.20.9
Week 21	Unit 1	1.21	1.21.1	1.21.2	1.21.3	1.21.4	1.21.5	1.21.6	1.21.7	1.21.8	1.21.9
Week 22	Unit 1	1.22	1.22.1	1.22.2	1.22.3	1.22.4	1.22.5	1.22.6	1.22.7	1.22.8	1.22.9
Week 23	Unit 1	1.23	1.23.1	1.23.2	1.23.3	1.23.4	1.23.5	1.23.6	1.23.7	1.23.8	1.23.9
Week 24	Unit 1	1.24	1.24.1	1.24.2	1.24.3	1.24.4	1.24.5	1.24.6	1.24.7	1.24.8	1.24.9
Week 25	Unit 1	1.25	1.25.1	1.25.2	1.25.3	1.25.4	1.25.5	1.25.6	1.25.7	1.25.8	1.25.9
Week 26	Unit 1	1.26	1.26.1	1.26.2	1.26.3	1.26.4	1.26.5	1.26.6	1.26.7	1.26.8	1.26.9
Week 27	Unit 1	1.27	1.27.1	1.27.2	1.27.3	1.27.4	1.27.5	1.27.6	1.27.7	1.27.8	1.27.9
Week 28	Unit 1	1.28	1.28.1	1.28.2	1.28.3	1.28.4	1.28.5	1.28.6	1.28.7	1.28.8	1.28.9
Week 29	Unit 1	1.29	1.29.1	1.29.2	1.29.3	1.29.4	1.29.5	1.29.6	1.29.7	1.29.8	1.29.9
Week 30	Unit 1	1.30	1.30.1	1.30.2	1.30.3	1.30.4	1.30.5	1.30.6	1.30.7	1.30.8	1.30.9
Week 31	Unit 1	1.31	1.31.1	1.31.2	1.31.3	1.31.4	1.31.5	1.31.6	1.31.7	1.31.8	1.31.9
Week 32	Unit 1	1.32	1.32.1	1.32.2	1.32.3	1.32.4	1.32.5	1.32.6	1.32.7	1.32.8	1.32.9
Week 33	Unit 1	1.33	1.33.1	1.33.2	1.33.3	1.33.4	1.33.5	1.33.6	1.33.7	1.33.8	1.33.9
Week 34	Unit 1	1.34	1.34.1	1.34.2	1.34.3	1.34.4	1.34.5	1.34.6	1.34.7	1.34.8	1.34.9
Week 35	Unit 1	1.35	1.35.1	1.35.2	1.35.3	1.35.4	1.35.5	1.35.6	1.35.7	1.35.8	1.35.9
Week 36	Unit 1	1.36	1.36.1	1.36.2	1.36.3	1.36.4	1.36.5	1.36.6	1.36.7	1.36.8	1.36.9
Week 37	Unit 1	1.37	1.37.1	1.37.2	1.37.3	1.37.4	1.3				

SCOPE & SEQUENCE

Scope and sequence typically refers to a progression of courses or subjects covering a range of years.

K-5 Scope and Sequence Curriculum Progression

KINDERGARTEN					
DEVOTIONAL: The Book of Mormon					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
<ul style="list-style-type: none"> Lower/uppercase letters Sounds/syllables Read/say/write phonograms Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Write dictated sentences 	<ul style="list-style-type: none"> Poetry, fairy tales and nursery rhymes <i>Little House in the Big Woods</i>, By Laura Ingalls, Wilder <i>The Tales of Beatrix Potter</i>, By Beatrix Potter <i>Winnie-the-Pooh</i>, By A.A. Milne 	<ul style="list-style-type: none"> Overview of Creation and each day Maps vs. Globes Difference between atmosphere, water, land Land-mountains, deserts, valleys, plains Introduction to poles, equator, directions Introduction to five oceans Seven continents overview Introduction to the United States (through the Flat People) 	<ul style="list-style-type: none"> Introduction to history/His story Introduction/Overview of Timeline Links Explorers: Christopher Columbus, Marco Polo, Cabot, Vespucci Overview of Book of Mormon George Washington Restoration/church history/pioneers 	Right Start Math A, with Integrated Saxon Math Kindergarten <ul style="list-style-type: none"> Sort/identify shapes, colors, sizes AL Abacus Numbers: identify/count 1 to 100 Count by 2's, 5's & 10's Place value: 1's, 10's, 100's Money: name penny, nickel, dime Geometry: parallel, perpendicular, symmetrical lines Time: to the hour 	<ul style="list-style-type: none"> Pushes and Pulls Matter Sound Sunlight and Solar System Earth's Weather Needs of Living Things Animals that Live in Different Environments Parents and Offspring Geology
1ST GRADE					
DEVOTIONAL: Doctrine and Covenants					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 1)	SCIENCE
<ul style="list-style-type: none"> Read/say/write phonograms 1-70 Syllable types Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Capitalization Write declarative sentences rhyming words Nouns, verbs: plurals Alphabetize, contractions, prefixes, suffixes 	<ul style="list-style-type: none"> Poetry study of Isaac Watts, Robert Louis Stevenson, and William Blake <i>Abigail Adams: First Lady of Faith and Courage</i>, By Evelyn Witter <i>Charlotte's Web</i>, By E.B. White <i>Bambi, a Life in the Woods</i>, by Felix Salten 	<ul style="list-style-type: none"> Definition of Geography Solar System Maps standards: globe, poles, equator, compass rose, keys and legends Major seas, lakes, and rivers of the world Continents of the world: antiquity, hidden resources, animals, and plants Study of Italy, Massachusetts bay, Egypt, and Israel 	<ul style="list-style-type: none"> Overview of Timeline Links Explorers: Christopher Columbus (man of conscience), Marco Polo, Cabot, Vespucci Inventors and inventions Founding fathers: American colonial life 	<ul style="list-style-type: none"> Patterns/objects Digits in ones, tens place Pairs, sets, even/odd numbers, ordinal position Addition: number sentences, doubles +1, 2-3 digit numbers Subtraction: some went away Fractions, halves, thirds, fourths, sixths Money: penny, nickel, dime Geometry: congruent and 3D shapes, lines of symmetry Time: hour/half hour Objects: Compare/order 	<ul style="list-style-type: none"> Pushes and Pulls Simple Machines Habitats of the Earth Weather and Seasons Living Things Parents and Offspring Anatomy
2ND GRADE					
DEVOTIONAL: Old Testament					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 2)	SCIENCE
<ul style="list-style-type: none"> Precise upper/lowercase letters Cursive Read/say/write phonograms 1-78 Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Punctuation marks Compose declarative, exclamatory, imperative sentences Parts of Speech: pronouns, verbs, adjectives, adverbs, conjunctions, prepositions Compositions: 1st person narrative, informative narrative, poetry, letter and biography Attributes of literature, authors, purpose, topic, main idea, outcomes 	<ul style="list-style-type: none"> Bible study of the 23rd Psalm Poetry study of Eugene Field, Henry W. Longfellow, and Lewis Carroll <i>Benjamin Franklin</i>, By Ingrid Aular <i>Benjamin West and His Cat Grimalkin</i>, By Marguerite Henry <i>Heidi</i>, By Johanna Spyri 	<ul style="list-style-type: none"> Three divisions of Earth: water, land, and atmosphere (weather and climate) Motions of the Earth Map standards: latitude/longitude Landforms: continents, islands, deserts, plains, and mountains. Major seas, lakes, and rivers of the world Deserts, mountains, and deserts of Asia, Europe and North America 	<ul style="list-style-type: none"> The law of Moses vs. The law of Christ Paul's conversion Preservation of the Bible (Wycliffe, Tyndale, Coverdale, monks, Gutenberg) Discovery of North America: Explorers (Cabot, Hakluyt, Drake, Queen Elizabeth, Sir Walter Raleigh) Founding of Jamestown North American Indians Founding of a Christian Republic: The new American Government (Thomas Jefferson) Gospel Moving Westward: Noah Webster, Marcus Whitman, Lewis and Clark, and Sacajawea 	<ul style="list-style-type: none"> Patterns: shapes, colors, designs, numbers Numbers: to 1,000, pairs, dozen, half dozen Comparison symbols Addition: facts, story problems, commutative property Subtraction: facts, story problems Multiplication: facts 0-5 Fractions of a whole Money: count/add penny, nickel, dime, quarter Time: digital, days of week Measurement: inch, foot, yard, Fahrenheit Data Analysis: pictograph 	<ul style="list-style-type: none"> Earth and Sky (Solar System) Earth's Water and Land Weather and Seasons Earth's Processes Plants
3RD GRADE					
DEVOTIONAL: New Testament					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 3)	SCIENCE
<ul style="list-style-type: none"> Precise upper/lowercase cursive Phonograms 1-83 Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Compose compound sentences Parts of speech: verbs, indefinite pronouns, comparative adjectives, adverb phrases, conjunctions, prepositions Compositions: 1st & 3rd person narrative, informative-narrative, poetry, letter and biography Attributes/predictions/mental summary of text Elements of writing 	<ul style="list-style-type: none"> Bible study of Jonah Poetry study of Charles Dickens, Emily Dickinson, and Robert Louis Stevenson <i>Hans Brinker or The Silver Skates</i>, By Mary Mapes Dodge <i>Sebastian Bach: The Boy from Thuringia</i>, By Opal Wheeler and Sybil Deucher <i>The Lion, the Witch, and the Wardrobe</i>, By C.S. Lewis <i>William Bradford: Pilgrim Boy</i>, By Bradford Smith 	<ul style="list-style-type: none"> Define Geography Shape of the World Map of Germany Divisions of Land, Water, and Atmosphere Climate Physical World Map Directions Map of Netherlands Physical Maps of Asia and Europe Political Maps of China, India, Japan, and Europe 	<ul style="list-style-type: none"> Principles of personal and civil liberty principles 1-4 Purpose of Moses' life First-Century Christians: Paul, and Bible Translators Character of explorers (Columbus, Marco Polo) Discovery of North America: Portuguese, Spanish, Dutch, French and English explorers God's purpose for the Pilgrims: Magna Carta, Mayflower, Plymouth Plantation Gospel moving westward: Noah Webster, Daniel Boone, Lewis and Clark and Sacajawea 	<ul style="list-style-type: none"> Function rules, order of operations, simplify expressions Numbers: to 10,000, notation, word form Place value: compare and round to nearest 100/1,000 Addition: number line, missing digits, regrouping Subtraction: estimate differences, 2-3 digit numbers Division: facts, algorithm Multiplication: commutative/associative properties. Fractions: mixed numbers, tenths/hundredths, common/decimal Time: quarter hour, 5 minutes, elapsed, calendar Measurement Data Analysis 	<ul style="list-style-type: none"> Motion and Force Electricity and Magnetism Weather Climate Life Cycles and Traits Adaptation and Survival

K-5 Scope and Sequence Curriculum Progression (continued)

4TH GRADE

DEVOTIONAL: The Book of Mormon, Door Entrance Virtues, AHS Principle of Liberty 'Fullness of Liberty in Union with God and Man'

LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 54)	SCIENCE
<ul style="list-style-type: none"> • Greek and Latin root words • Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists • Grammar: Analyzing sentences through parts of speech, sentence types and sentence diagramming • Composition: poetry, key word outlines, reports, narratives • Vocabulary development 	<ul style="list-style-type: none"> • Proverbs, from the Bible • Poetry of Longfellow • <i>Johnny Tremain</i>, Esther Forbes • <i>The Secret Garden</i>, Frances Hodgson Burnett • Introduction to the life and times of William Shakespeare • <i>The Little House on the Prairie</i> 	<ul style="list-style-type: none"> • Major physical features of the world • Physical and Political maps of Australia, South & Central America • Physical map of North America • Political maps of Canada and Mexico • Maps of Colonial America, Boston, Lexington, and Concord • Map and Culture of India and England • Physical and Political geography of Utah and its counties 	<ul style="list-style-type: none"> • Colonial America 1607-1775 • French and Indian War • Causes of the Revolutionary War • Lewis & Clark • Mountain Men • Traders in Utah • Coming of the Mormons/ Pioneer life • Utah Indians 	<ul style="list-style-type: none"> • Division: word problems with remainders • Exponents • Geometry: area/perimeter • Multiplication: facts, two-digits • Fractions: mixed numbers, improper fractions, fraction of a group • Story problems: equal groups, larger/smaller/difference • Measurement: Metric/US 	<ul style="list-style-type: none"> • Energy and Motion • Waves and Information • Earth's Features • Earth's Natural Hazards • History of Planet Earth • Features of Earth – Utah

5TH GRADE

DEVOTIONAL: Life of the prophet, Joseph Smith, Doctrine and Covenants, AHS Principle of Liberty- 'Cultivating self-government in others'

LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 65)	SCIENCE
<ul style="list-style-type: none"> • Greek/Latin root words • Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists • Grammar: analyzing sentences through parts of speech/sentence type/sentence diagramming • Composition: stylistic writing techniques, 5 paragraph essays, research reports, book reports 	<ul style="list-style-type: none"> • Poetry by Robert Frost, Henry Wadsworth Longfellow • <i>The Book of Ruth</i>, the Bible • <i>Carry On, Mr. Bowditch</i>, by Jean Lee Latham • <i>Little Women</i>, by Louisa May Alcott • <i>Abraham Lincoln</i>, by Wilbur Gurdy • Introduction to the life and times of William Shakespeare 	<ul style="list-style-type: none"> • Define Geography • Study of the Creation • Physical and Political geography of the U.S. and its states • Physical geography of Antarctica 	<ul style="list-style-type: none"> • Scriptural foundation and seven principles • Review of timeline links • War of Independence • Constitution and Founding of the American Government • War of 1812, Mexican War • American Civil War 	<ul style="list-style-type: none"> • Fractions: add, subtract, multiply, divide and reduce fractions, • Decimals: add, subtract, multiply, divide • Multiplication: two and three digit numbers • Division: two digits • Probability: statistics, ratios • Geometry: volume • Integers: reciprocals, powers, roots, square roots • Prime/composite numbers 	<ul style="list-style-type: none"> • Properties of Matter • Changes in Matter • Earth's Systems • Earth's Water • Solar System • Patterns in Space • Energy and Food • Matter and Energy in Ecosystems • Space Simulator



6-8 Scope and Sequence Curriculum Progression



6TH GRADE					
DEVOTIONAL: The Seven Principles of Christian Liberty, Old Testament, Words of the Living Prophet, The Living Christ					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 76)	SCIENCE
<ul style="list-style-type: none"> • Greek and Latin root words • Spelling: Spalding's The Writing Road to Reading and Ayre's word lists • Grammar: analyzing sentences through parts of speech/sentence types/sentence diagramming • Composition: persuasive essay, cause/effect, poetry, expository paragraphs, 5-7 paragraph essays • Vocabulary development 	<ul style="list-style-type: none"> • <i>The Bronze Bow</i>, by Elizabeth George Speare • <i>Children's Homer</i>, by Patriac Column • <i>Men of Iron</i>, by Howard Pyle 	<ul style="list-style-type: none"> • Political and physical geography of the Middle East, Asia, Europe, and Africa 	<ul style="list-style-type: none"> • Timeline links: Creation, dispensations of Adam, Enoch, Noah, Abraham, Moses, Christ and the Apostles • World History: Ancient civilizations including Mesopotamia (Egypt, Assyria, Babylon, Israel, and Persia), Greece, Rome, and England • The Apostasy • The Middle Ages 	<ul style="list-style-type: none"> • Decimals: round, percent of a number • Integers: exponents/exponential expressions, order of operations • Prime factorization • Geometry: functions, coordinate planes, classification of solids/polygons, area/perimeter of irregular polygons, circumference, volume 	<ul style="list-style-type: none"> • Introduction to Matter • Solids, Liquids and Gases • Energy • Thermal Energy • Earth Systems • Weather in the Atmosphere • Minerals and Rocks in the Geosphere • Plate Tectonics • Earth's Surface System • Living things in the Biosphere • Space Simulator
7TH GRADE					
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
<ul style="list-style-type: none"> • MLA (header) • Figurative language terminology • Constructing textual summaries • Identifying themes • Vocabulary development (Greek & Latin roots) • Spelling • Diagramming sentences • Paragraph structure • 5 paragraph essays • Poetry, personal letters, personal reflections • Master Project 	<p>All Students:</p> <ul style="list-style-type: none"> • <i>A Christmas Carol</i> (Charles Dickens) • <i>A Single Shard</i> (Linda Sue Park) • <i>As You Like It</i> (Shakespeare) <p>Teacher Choice:</p> <ul style="list-style-type: none"> • <i>A Shepherd Looks at Psalm 23</i> (Phillip Keller) • <i>Exiled</i> (Helene Holt) • <i>The Witch of Blackbird Pond</i> (Elizabeth George) • <i>Chronicles of Narnia</i> (C.S. Lewis) • <i>Roll of Thunder, Hear My Cry</i> (Mildred Taylor) • <i>The Hobbit</i> (J.R.R. Tolkien) • <i>Amos Fortune Free Man</i> (Elizabeth Yates) 	<ul style="list-style-type: none"> • Europe • South America <p>Major Religions:</p> <ul style="list-style-type: none"> • Roman Catholicism • Protestantism • American Christianity • The Church of Jesus Christ of Latter-day Saints 	<p>Reformation to Restoration</p> <ul style="list-style-type: none"> • The Church of Jesus Christ • The Great Apostasy • The Imperial Church • Preparation for the Reformation • Martin Luther and the German Reformation • The English Reformation • American Christianity • The Restoration <p><i>Saints Volume 1: The Standard of Truth</i></p>	<ul style="list-style-type: none"> • Saxon Math 87 • Saxon Algebra 1/2 	<ul style="list-style-type: none"> • The Cell System • Human Body Systems • Reproduction & Growth • Ecosystems • Populations, Communities and Ecosystems • Distribution of Natural Resources • Waves and Electromagnetic Radiation • Electricity and Magnetism • Information Technologies
8TH GRADE					
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
<ul style="list-style-type: none"> • MLA (header, works cited) • Figurative language review and identification in texts • Textual summaries (in introduction & conclusion paragraphs) • Identifying themes • Intro to literary analysis • Vocabulary development (Greek & Latin roots) • Spelling • Extended paragraphs • Oral Presentations • Writing a narrative (Ancestor Project), persuasive essay (Freedom Festival), and a research paper. 	<p>All Students:</p> <ul style="list-style-type: none"> • <i>Shakespeare play (produced by 8th grade)</i> • <i>The Alchemist</i> (Paulo Coelho) • <i>The Hiding Place</i> (Corrie ten Boom) • <i>Inside Out and Back Again</i> (Thanhha Lai) <p>Teacher Choice:</p> <ul style="list-style-type: none"> • <i>Huckleberry Finn</i> (Mark Twain) • <i>A Lion and a Lamb</i> (Rand H. Packer) • <i>Up from Slavery</i> (Booker T. Washington) • <i>The Water Is Wide</i> (Marianne Monson) • <i>David Copperfield</i> (Charles Dickens) 	<ul style="list-style-type: none"> • North America • South-east Asia • West Africa <p>Major Religions:</p> <ul style="list-style-type: none"> • Christianity • Islam • Buddhism 	<p>American History: Revolution to WWII</p> <ul style="list-style-type: none"> • Revolutionary War • Constitutional Convention • Early Years of the Republic • Pre-Civil War Period • Civil War • Reconstruction and Westward Migration • Industrialization • World War I and the Great Depression • World War II 	<ul style="list-style-type: none"> • Saxon Math 87 • Saxon Algebra 1/2 	<ul style="list-style-type: none"> • Atoms & the Periodic Table • Chemical Reactions • Forces & Motion • Genes & Heredity • Natural Selection & Change Over Time • History of Earth • Earth-Sun-Moon System • Solar System & the Universe • Energy in the Atmosphere & Ocean • Climate



9-12 Scope and Sequence Curriculum Progression

9TH & 10TH GRADE

DEVOTIONAL: The Seven Principles of Christian Liberty, Old Testament, Words of the Living Prophet, The Living Christ

ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY & HISTORY	MATH	SCIENCE
<p>Written Portfolio 1</p> <ul style="list-style-type: none"> Literary Analysis Essay Argumentative essay Personal narrative Poems Intro to Academic Research Figurative Language Terminology Intro to Rhetorical Analysis Grammar & Mechanics from Standardized Tests MLA--Mastery <p>Written Portfolio 2</p> <ul style="list-style-type: none"> Creative Writing Personal Narrative Literary Analysis TED Talk (Persuasive Speech) Poems Figurative Language Vocabulary through Contextualization Grammar & Mechanics from Standardized Tests Academic Research 	<ul style="list-style-type: none"> Adventure in Non-Fiction Dramatic Literature Les Miserables Power of Narrative Science Fiction and fantasy Short Stories and Poetry 	<ul style="list-style-type: none"> History of Communism History of Greece History of Rome History of the Crusades History of World Religions Innovation and Discovery World History World Wars I and II 	<ul style="list-style-type: none"> Saxon Algebra 1 Saxon Algebra 2 / 2A & 2B Saxon Advanced Mathematics (pre-Calculus) / A&B Intro to Stats AP Saxon Calculus AB 	<p>Introduction to Engineering</p> <ul style="list-style-type: none"> AutoCAD 3D Modeling Simple Machines Coding RC Planes <p>Biology</p> <ul style="list-style-type: none"> The Biosphere Ecosystems Ecological Footprints, Global Changes, & Sustainability Cell Structure and Function Photosynthesis & Cellular Respiration Cell Growth and Division Genetics, DNA & RNA Human Genome Biotechnology <p>Chemistry</p> <ul style="list-style-type: none"> Elements & compounds Organic chemistry Salts and solutions Chemical reactions Thermochemistry Kinetics & equilibrium Nuclear chemistry Atomic structure Bonding Properties of gases Electrochemistry <p>Conceptual Physics</p> <ul style="list-style-type: none"> Linear Motion Non-linear Motion Newton's Laws Momentum Conservation Energy Conservation Astrophysics Atoms and Matter Heat Electricity and Magnetism Light and Optics Relativity

11TH & 12TH GRADE

DEVOTIONAL: The Seven Principles of Christian Liberty, Old Testament, Words of the Living Prophet, The Living Christ

ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY & HISTORY	MATH	SCIENCE
<p>Written Portfolio 3</p> <ul style="list-style-type: none"> Literary Analysis Essay Synthesis Writing Argumentative or Persuasive Rhetorical and Figurative Language Vocabulary through Contextualization Grammar & Mechanics from Standardized Tests <p>Senior Thesis</p> <ul style="list-style-type: none"> Academic Research Argumentative Extended Writing MLA--Citing Sources Oral Presentation & Defense 	<ul style="list-style-type: none"> AP English Language and Composition (11th) AP English Literature Asia and Africa inn Literature Creative Non-Fiction and Short Stories Dating, Marriage and Family in Literature Literature and Film Lord of the Rings 	<ul style="list-style-type: none"> American government and Economics AP US Government <ol style="list-style-type: none"> Contrasting Views of the Constitution History of the Civil War 	<ul style="list-style-type: none"> Saxon Algebra 1 Saxon Algebra 2 / 2A & 2B Saxon Advanced Mathematics (pre-Calculus) / A&B Intro to Stats AP Statistics (12th Grade) AP Saxon Calculus AB 	<p>Sports Medicine and Athletic Training</p> <ul style="list-style-type: none"> Fundamentals of Sports Psychology Sports Injuries and Healing Injury Prevention Sports Nutrition Strength Training, Flexibility, and Ergogenic Aids <p>AP Biology</p> <ul style="list-style-type: none"> Chemistry of Life Cell Structure and Function Cellular Energetics Cell Communication and Cell Cycle Heredity Ecology <p>AP Chemistry</p> <ul style="list-style-type: none"> Atomic Structure and Properties Molecular and Ionic Compound structure and Properties Chemical Reactions Kinetics Thermodynamics Equilibrium <p>AP Physics C: Mechanics</p> <ul style="list-style-type: none"> Motion in One and Two Dimensions Newton's Laws Energy and its Conservation Momentum and Conservation Rotational Motion <p>AP Computer Science Principles</p> <ul style="list-style-type: none"> Creativity Abstraction Data and Information Algorithms Programming <p>Medical Anatomy & Physiology</p> <ul style="list-style-type: none"> Body plan, organization, and homeostasis Basic principles of body chemistry Histology & integumentary system Skeletal system Muscular system Nervous system and special senses



Parent Resources

School Hours & Attendance

General Hours

Grades 1-12 are held Monday through Friday from 8:30 a.m. to 3:10 p.m.
Lunch times vary by class but occur generally during the hours of 11:10 a.m. to 1:00 p.m.

Kindergarten Hours

Morning kindergarten classes are held Monday through Friday from 8:30 to 11:30 a.m.
Afternoon kindergarten classes are held from 12 noon to 3:10 p.m. Full-day kindergarten classes follow the same schedule described for grades 1 - 12 in the General Hours section immediately above.

Daily Schedule

A typical daily schedule for a full-time teacher is as follows:

ACTIVITY	K-12 TIME
Teacher arrival and classroom preparation	Prior to 7:45 a.m.
Prayer meeting	7:50-8:00 a.m.
Teacher in classrooms (students allowed in classroom)	8:15 a.m.
School begins; devotional (pledge, song, prayer)	8:30 a.m.
Attendance recorded in Veracross	9:00 a.m.
AM Kindergarten dismissed	11:30 a.m.
PM Kindergarten begins	12 Noon
School dismissed	3:10 p.m.
Teachers may leave campus	3:30 p.m.





K-12 STUDENT UNIFORM POLICY

Purpose and Implementation

We believe that properly wearing the uniform

- Displays unity, modesty, neatness, and dignity;
- Demonstrates respect for self, education, teachers, and fellow students;
- Facilitates focus on learning and service, rather than on clothing and accessories;
- Supports an appropriate distinction between the genders; and
- Reminds students of their commitment to live by the American Heritage Mission Statement.

All male students at AHS are expected to wear the boys' uniform and abide by the dress and grooming standards set forth for boys, and all female students are expected to wear the girls' uniform and abide by the dress and grooming standards set forth for girls.

Students wearing the proper uniform will be admitted to class. The uniform standard will be in place until 3:10 p.m. each school day. All non-uniform items, including but not limited to coats, jackets, sweatshirts, and hoodies, must be removed as soon as practical after entering the building, and immediately upon entering class. Personal coats or jackets may only be worn inside the building when a student is actively in the process of exiting to or entering from outside activities. Given that there is limited space for coats and jackets in the lunchroom, students who are planning to go outside during lunchtime recess may wear their non-uniform coats, jackets or sweatshirts during lunch in the lunchroom.

We trust that students and parents will govern themselves by the spirit of the uniform policy. Many items and variations are not specifically prohibited but are outside the spirit of the policy and thus are not permitted.

Definitions for terms used in the uniform policy:

- Conservative: Restrained; avoiding showiness
- Modest: Excludes short skirts, tight clothing, and revealing attire
- Non-distracting: Not drawing attention to oneself
- Small: Fine, minute, diminutive, slender, thin, little, of small diameter
- Subtle: Fine, thin, delicate, slight, faint, refined, difficult to perceive

Please refer to the AHS website for complete information about the uniform, including full-color photos, ordering information, FAQ's, shopping lists, and the current official uniform policy.

Dress Standards

- Clothing should fit appropriately (neither tight nor baggy).
- Pants on boys and young men should be conservative in style and not tight or slim fitting.
- Alterations, other than hemming, are NOT permitted!
- Skirts, shifts, jumpers, and skorts on girls and young women should be modest in length and fit. The minimum length should allow for the skirt to naturally touch the kneecap.
- K-12 girls and young women must wear snug-fitting black or navy biker style shorts daily under skirts, shifts, jumpers, and skorts (except when wearing opaque tights). Biker style shorts may not extend below the hemline of the uniform.
- Undershirts and camisoles must be plain white. Undershirt sleeves may not extend beyond the cuff of the uniform sleeve.
- Socks must be worn at all times. Alternatively, girls may wear tights. (See appropriate section for details).
- Uniform approved jackets and sweaters are permitted in the building and may not be worn around the waist.
- Hats and baseball caps may not be worn during school hours with the exception of a winter hat worn outside for warmth.
- Clothing should be clean and well-maintained (properly hemmed, unstained, free from holes and fading, etc.).
- Shirts must be tucked in at all times during school hours except during recess and when participating in outside athletic activities.

Special considerations will be determined, as needed, by the AHS Principals and the Uniform Committee members. Please submit your request via email.

Kinder-5th grade to Charné Adams: cadams@ahsmail.com
6th-8th grade to Blaine Hunsaker: bhunsaker@ahsmail.com
9th-12th grade to Elizabeth Acuña: eaacuna@ahsmail.com

Primary uniform supplier for AHS: dennisuniform.com/schools/R00
Dennis Uniforms 3560 Main Street Salt Lake City, Utah 801-287-9200

Additional uniform supplier for AHS: landsend.com

Used uniform sales: american-heritage.org/parent-organization





K-12 STUDENT UNIFORM POLICY

ACCESSORIES, GROOMING & IMPORTANT NOTES

Boys' Accessories	Girls' Accessories
<ul style="list-style-type: none"> Boys may wear a single watch Boys may wear one ring per hand No earrings, necklaces or bracelets Boys may wear a solid black, navy, gray (non-metallic) or brown belt Eyeglasses must have lenses and must be non-distracting. Sunglasses may not be worn in the building Blankets or shawls may not be worn in the building 	<ul style="list-style-type: none"> Hair ornaments must be small, conservative, subtle and non-distracting. All colors are allowed EXCEPT the following colors: NO Pink, Purple, Orange, or Neon Girls jewelry must be conservative, subtle and non-distracting. Earrings must be limited to one pair Eyeglasses must have lenses and must be non-distracting. Sunglasses may not be worn in the building Blankets or shawls may not be worn in the building
Boys' Grooming	Girls' Grooming
<ul style="list-style-type: none"> Hairstyles should be neat and clean. Boys' hair should be relatively short and must be trimmed above the collar, leaving the ear uncovered. Avoid extreme and distracting hair colors and styles Sideburns must not extend below the earlobe or onto the cheek Young men should be clean-shaven Body marking is not allowed, including tattoos, washable tattoos, or marking on the skin with ink or marker No body piercing is allowed No nail polish or makeup 	<ul style="list-style-type: none"> Hairstyles should be neat and clean. Avoid extreme and distracting hair colors and styles Body marking is not allowed, including tattoos, washable tattoos, or marking on the skin with ink or marker No body piercing, except for a single piercing in each earlobe K-12 girls will be permitted to wear nail polish and makeup. Makeup and nail polish should be subtle, conservative and non-distracting.

Boys' Pants and Shorts (Footnote a)

Boys pants and shorts must be purchased from an approved supplier. They should be conservative in style, not tight or slim fitting, and should be properly hemmed without a cuff. They should be clean and well-maintained (free from holes and fading, etc.). Only boys, grades K-5, may wear shorts for their Mon-Thur uniform.

Approved Suppliers: Dennis Uniform and Land's End Uniforms

Oxford Dress Shirts (Footnote b)

Oxford dress shirts must be purchased from an approved supplier. They should be a heavier-weight, opaque, basket-weave fabric. Other requirements include: button down collar, not cream or off-white, no logos or embroidery, not tight or form-fitting. Please note: For 6th grade girls, the Peter Pan collar blouse will be temporarily accepted, in place of the oxford, due to the recent grade level re-classification from Elementary to Middle School. We urge you to adopt the new uniform as soon as possible.

Approved Suppliers: Dennis Uniform and Land's End Uniforms

Girls' Shifts, Skorts, Jumpers and Skirts (Footnote c)

Skirts, shifts, jumpers, and skorts must be purchased from an approved supplier. They should be modest in length and fit. The minimum length should allow for the skirt to naturally touch the kneecap. The skirt usually requires the "long" or "extra long" length to be purchased or the hem to be let down to meet this requirement. Skirts are only approved for grades 6-12. All girl's uniforms require tights, bike shorts, or leggings underneath. Please note: For 6th grade girls, the plaid skort will be temporarily accepted, in place of the navy skirt, due to the recent grade level re-classification from Elementary to Middle School. We urge you to adopt the new uniform as soon as possible.

Approved Suppliers: Dennis Uniform only for Elementary and Middle School. Dennis Uniform and Lands' End for High School.

Biker Shorts, Leggings and Tights (Footnote d)

Girls, grades K-12, MUST wear snug-fitting black or navy biker shorts daily (except when wearing opaque or cable knit tights). Biker shorts may not extend below the hemline of the uniform. Ankle-length leggings, with socks or footlets, may replace biker shorts on M-TH. They should be clean and well-maintained (free from holes and fading, etc.). The fabric should have a matte sheen, not shiny or metallic.

Approved Suppliers: May be purchased from any supplier.

Shoes (Footnote e)

Additional information for shoes, socks, and tights are on the following page.



K-12 STUDENT UNIFORM POLICY JACKETS AND COATS

New Requirement and Options for 2021-2022

Effective the 2021-22 school year, all students K-12 are required to have at least one of the following options below to wear indoors during school hours between 8:30-3:10 each day. Other warmer jackets/coats will be permitted during outdoor recess and outdoor lunch time.

YOU MUST HAVE ONE of the following options which can be purchased through Land's End, Dennis Uniform or the AHS Spirit Apparel store.



Lands' End School Uniforms
ThermoPlume Jacket
Classic Navy

Youth: #513202-5X5
Womens: #513200-5X6
Mens: #513199-5X7



Lands' End School Uniforms
Sport Squall Jacket Classic
Navy

Womens: #457648-5XX



Lands' End School Uniforms
Sport Squall Jacket Classic
Navy

Mens: #457641-5X8



Lands' End School Uniforms
Crew Sweatshirt
Navy w/ School Logo

Youth: #518109-BP2
Adult: #518216-BP5



AHS Spirit Store
Tricot Track Jacket
Navy / White with Logo

YXS - A4XL



Dennis Uniform
Microfleece Zip Front Jacket
Navy w/wo School logo

YXS - A3XL: #054000-R05-067



Dennis Uniform
V Neck Sweater
Navy w/wo School logo

Y2XS - AXL: #065000-976-067



Dennis Uniform
Girl's Cardigan Sweater
Navy w/wo School logo

Y2XS - A3XL: #063000-R05-067



Dennis Uniform
Quarter Zip Pullover Sweatshirt
Navy w/ School logo

Y2XS - A3XL: #093000-R05-067



Y2XS - A3XL: #Dennis Uniform
Gusset Front Sweatshirt
Navy with School logo

YXS - A3XL: #090000-R04-067

Approved Supplier:



Dennis Uniform



Lands' End



AHS Spirit Apparel Store
american-heritage-store.square.site





K-12 STUDENT UNIFORM POLICY

SHOES, SOCKS, TIGHTS, AND LEGGINGS

Shoes (Footnote e)

All shoes must be secure fitting, closed toe, closed heel, flat or low-heeled (less than one inch), and conservative in style and appearance. NO rollers, heelies (with or without rollers), lights, characters, slippers, or moccasin styles. Bold or distracting designs (including plaid, checkered, polka-dot, floral, heavily striped), etc are not permitted. Laces must be worn in shoes intended to have laces. On Mon-Thur, girls in grades 6-12, may wear a solid black or brown dress boot below the knee. Dress boots should be conservative in style and appearance and be flat or low-heeled (less than one inch). Snow Boots or athletic cleats should not be worn in the building, but are acceptable outside.

P.E. Shoes: Uniform approved, M-Th conservative athletic shoes (detailed below) may be worn for P.E. class as long as they have non-marking soles. Other athletic shoes, of all styles and colors, are permitted for P.E. class as long meet the following guidelines: They should be brought to and from school and worn only during P.E. class. They should also be suitable for indoor and outdoor use and have non-marking soles.

	Event Dress Shoes	Friday Dress Shoes	Mon-Thur Casual and Conservative Athletic
Upper	Dark, solid black, brown, or navy	Solid black, brown, or navy	Solid, black, navy, brown, gray, or white
Sole	Dark, solid black or brown	Dark, solid black or brown	Conservative solid colors
Laces	Matching laces (black shoe w/ black laces)	Matching laces (black shoe w/ black laces)	Solid, black, navy, brown, gray, or white
Accents	No accents or additional colors	No accents or additional colors	Conservative accents of any color permitted
Stitching	No contrast stitching	Conservative contrast stitching	Conservative contrast stitching
Styles	Formal dress (no athletic styles)	Casual dress	Casual and conservative athletic
Boots	No boots permitted	Girls may wear dress ankle boots Girls' black or brown dress boots (may only be worn during winter weather)	Ankle boots permitted Girls' black or brown dress boots

Socks, Tights, Leggings and Nylons

Socks must be worn at all times. Girls, grades K-12, may wear tights (or nylons for grades 9-12) in place of socks. Socks or footlets must be worn when wearing ankle-length leggings or footless tights. All items must be solid in color with NO stripes or patterns of any kind. They should be clean, well maintained, and free from holes. Colors allowed are determined by grade level, gender and day.

	Event Dress	Friday Dress	Mon-Thur Casual
Boys K-5	Black or navy dress socks	Black or navy dress socks	Black, navy, gray, or white socks
Boys 6-8	Black or navy dress socks	Black or navy dress socks	Black, navy, gray, or white socks
Boys 9-12	Black, navy, or brown dress socks	Black, navy, or brown dress socks	Black, navy, brown, gray, or white socks
Girls K-5	Black or navy, cable or opaque tights	Black or navy, cable or opaque tights Black or navy knee-high socks	Black, navy, gray, or white tights (cable or opaque) Black, navy, gray, or white socks (knee-high allowed) Black, navy, gray, or white leggings
Girls 6-8	Black or navy opaque tights	Black or navy, cable or opaque tights	Black, navy, gray, or white tights (cable or opaque) Black, navy, gray, or white socks (knee-high allowed) Black or navy leggings
Girls 9-12	Black or navy opaque tights	Black or navy, cable or opaque tights	Black, navy, gray, or white tights (cable or opaque) Black, navy, gray, or white socks (knee-high allowed) Black or navy leggings



K-5 UNIFORMS



K-5 BOYS

K-5 GIRLS

SPECIAL EVENTS

(Picture Day, ALL concerts, and devotionals)

SPECIAL EVENTS

(Picture Day, ALL concerts, and devotionals)

Required for **K-5**:

- Dennis or Lands' End navy pant ^a
- Dennis or Lands' End white oxford shirt ^b (LONG SLEEVE ONLY)
- Dennis solid navy tie
- Solid black or navy dress socks
- Event dress shoes ^e

Required for **K-3**:

- Dennis Macbeth Plaid Box Pleated Shift ^c
- Dennis white Peter Pan collar blouse (LONG SLEEVE ONLY)
- Black or navy, opaque or cable tights
- Event dress shoes ^e

Required for **4-5**:

- Dennis Macbeth Plaid Longer Length Skort ^c
- Dennis white Peter Pan collar blouse (LONG SLEEVE ONLY)
- Dennis navy sweater vest
- Black or navy, opaque or cable, tights
- Event dress shoes ^e

FRIDAY DRESS

FRIDAY DRESS

Required for **K-5**:

- Dennis or Lands' End navy pant ^a
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis solid navy tie
- Solid black or navy dress socks
- Event or Friday dress shoes ^e

Required for **K-3**:

- Dennis Macbeth Plaid Box Pleated Shift ^c
- Dennis white Peter Pan collar blouse (long or short sleeve)
- Black or navy, opaque or cable tights or
Black or navy knee-high socks with black or navy biker shorts ^d
- Event or Friday dress shoes ^e

Required for **4-5**:

- Dennis Macbeth Plaid Longer Length Skort ^c
- Dennis white Peter Pan collar blouse (long or short sleeve)
- Dennis navy sweater vest
- Black or navy, opaque or cable, tights or
Black or navy knee-high socks with black or navy biker shorts ^d
- Event or Friday dress shoes ^e

MON-THUR DRESS

MON-THUR DRESS

Any variation of the following may be worn:

- Dennis or Lands' End navy pant ^a
- Dennis or Lands' End navy knee-length shorts
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis white or red polo (long or short sleeve)
- Solid black, navy, gray, or white socks
- Dress, casual, or conservative athletic shoes ^e

Any variation of the following may be worn:

- Dennis Macbeth Plaid Longer Length Skort ^c
- Dennis Macbeth Plaid Knife Pleated Jumper ^c
- Dennis Macbeth Plaid Box Pleated Shift ^c
- Dennis white Peter Pan collar blouse (long or short sleeve)
- Dennis white or red polo (long or short sleeve)
- Black or navy biker shorts ^d or leggings ^d
- Solid black, navy, gray, or white tights or socks
- Dress, casual, or conservative athletic shoes ^e



K-5 UNIFORMS

K-5 BOYS & GIRLS

REQUIRED JACKET OR SWEATER (for additional in-class warmth)

Required (one of the following):

- Dennis navy sweater vest, cardigan, or pullover
- Dennis navy micro-fleece vest or jacket
- Dennis navy quarter zip sweatshirt w/ logo
- Dennis or Lands' End navy crew neck sweatshirt (sweatshirts must have school logo or mascot)
- Land's End Uniform navy ThermoPlume Jacket
- Land's End Uniform navy Sports Squall Jacket
- Spirit wear jacket - sold only by AHS

IMPORTANT UNIFORM FOOTNOTES

Uniform Footnotes:

- a. Dennis or Lands End approved navy pants do not have cuffs
- b. Oxford shirts must have button down collars.
- c. Girl's Shifts, Skorts, Jumpers, and Skirts must touch the kneecap. Skirts are not approved for grades K-5
- d. Girls, grades K-12, MUST wear snug-fitting black or navy biker shorts daily (except when wearing tights). Biker shorts may not extend below the hemline of the uniform. Ankle-length leggings, with socks or footlets, may replace biker shorts on M-TH.
- e. See additional sections for more details

P.E. UNIFORMS / SHOES

Required

- P.E. Uniforms are not required for grades K-5. However, conservative athletic shoes^e with non-marking soles or P.E. shoes^e are required for all P.E. classes. Depending on class schedule, shoes may need to be brought to school and changed into during P.E. class.

SPIRIT APPAREL DAYS

Any variation of the following may be worn:

- Regular AHS Mon-Thur uniform tops and bottoms.
- Spirit Apparel or AHS program top.
- Conservative, solid color, blue/black/brown jeans or slacks. Pants should not be distressed, broken-twill, blasted, dirty washed, double-dyed, frayed, or faded. No distracting features permitted.

Required (one of the following):

- Dennis navy sweater vest, cardigan, or pullover
- Dennis navy micro-fleece vest or jacket
- Dennis or Lands' End navy crew neck sweatshirt (must have school logo or mascot)
- Land's End Uniform navy ThermoPlume Jacket
- Land's End Uniform navy Sports Squall Jacket
- Spirit wear jacket - sold only by AHS

Required Uniform Notes :

- a. Dennis or Lands End approved navy pants do not have cuffs
- b. Oxford shirts must have button down collars.
- c. Girl's Shifts, Skorts, Jumpers, and Skirts must touch the kneecap. Skirts are not approved for grades K-5
- d. Girls, grades K-12, must wear snug-fitting black or navy biker style shorts daily under skirts, shifts, jumpers, and skorts (except when wearing opaque tights). Biker shorts may not extend below the hemline of the uniform. Leggings, on approved days, may replace biker shorts. Leggings must reach the ankle. Socks or footlets are required with leggings.

ELEMENTARY UNIFORM PICTURE GUIDE

Boys Event and Friday Dress



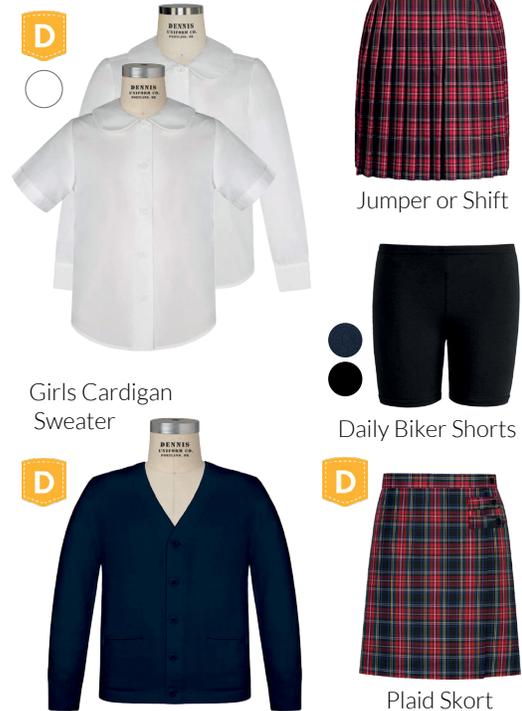
Monday - Thursday Options



Girls Event and Friday Dress



Girls Only Long or Short Sleeve Peter Pan



Approved Supplier: Dennis Uniform Lands' End





6-8 UNIFORMS

6-8 BOYS

SPECIAL EVENTS

(Picture Day, ALL concerts, and devotionals)

Required:

- Dennis or Lands' End navy pant^d
- Dennis or Lands' End white oxford shirt^b (LONG SLEEVE ONLY)
- Dennis solid red tie
- Solid black or navy dress socks
- Event dress shoes^e

FRIDAY DRESS

Required:

- Dennis or Lands' End navy pant^d
- Dennis or Lands' End white oxford shirt^b (long or short sleeve)
- Dennis solid red tie
- Solid black or navy dress socks
- Event or Friday dress shoes^e

MON-THUR DRESS

Any variation of the following may be worn:

- Dennis or Lands' End navy pant^d
- Dennis or Lands' End white oxford shirt^b (long or short sleeve)
- Dennis white or red polo (long or short sleeve)
- Solid black, navy, gray, or white socks
- Dress, casual, or conservative athletic shoes^e

6-8 GIRLS

SPECIAL EVENTS

(Picture Day, ALL concerts, and devotionals)

Required:

- Dennis navy Box or Kick Pleated Skirt^c
- Dennis or Lands' End white oxford shirt^b (LONG SLEEVE ONLY)
- Dennis navy sweater vest
- Dennis red crossover tie
- Black or navy tights (opaque only)
- Event dress shoes^e

FRIDAY DRESS

Required:

- Dennis navy Box or Kick Pleated Skirt^c
- Dennis or Lands' End white oxford shirt^b (long or short sleeve)
- Dennis navy sweater vest
- Dennis red crossover tie
- Black or navy tights (opaque only)
- Event or Friday dress shoes^e

MON-THUR DRESS

Any variation of the following may be worn:

- Dennis navy Box or Kick Pleated Skirt^c
- Dennis Macbeth Plaid Box or Kick Pleated Skirt^c
- Dennis Macbeth Plaid Longer Length Skirt^c
- Dennis or Lands' End white oxford shirt^b (long or short sleeve)
- Dennis white or red polo (long or short sleeve)
- Black or navy biker shorts^d or leggings^d
- Solid black, navy, gray, or white, opaque or cable, tights or socks
- Dress, casual, or conservative athletic shoes^e

6-8 BOYS & GIRLS

REQUIRED JACKET OR SWEATER (for additional in-class warmth)

Required (one of the following):

- Dennis navy sweater vest, cardigan, or pullover
- Dennis navy micro-fleece vest or jacket
- Dennis navy quarter zip sweatshirt w/ logo
- Dennis or Lands' End navy crew neck sweatshirt (sweatshirts must have school logo or mascot)
- Land's End Uniform navy ThermoPlume Jacket
- Land's End Uniform navy Sports Squall Jacket
- Spirit wear jacket – sold only by AHS

IMPORTANT UNIFORM FOOTNOTES

Uniform Footnotes:

- Dennis or Lands' End approved navy pants do not have cuffs
- Oxford shirts must have button down collars.
- Girl's Shifts, Skorts, Jumpers, and Skirts must touch the kneecap.
- Girls, grades K-12, MUST wear snug-fitting black or navy biker shorts daily (except when wearing tights). Biker shorts may not extend below the hemline of the uniform. Ankle-length leggings, with socks or footlets, may replace biker shorts on M-TH.
- See additional sections for more details

P.E. UNIFORMS / SHOES

Required:

- Any Spirit Apparel or AHS program t-shirt.
- Solid navy, gray, red or black athletic shorts or sweatpants. Shorts MUST be knee-length and black or navy biker shorts must be worn underneath. Small logos are permitted
- Ankle or athletic socks (logos are permitted)
- Conservative athletic shoes^e with non-marking soles or P.E. shoes^e

SPIRIT APPAREL DAYS

Any variation of the following may be worn:

- Regular AHS Mon-Thur Uniform tops and bottoms.
- Spirit Apparel or AHS program top.
- Conservative, solid color, blue/black/brown jeans or slacks. Jeans and slacks should not be torn, distressed, broken-twill, blasted, dirty washed, double-dyed, frayed, or faded. No holes or distracting features are permitted.

Note about after-school athletics: Loose fitting athletic pants, warm-ups or sweatpants must be worn prior to and after practices and games when remaining on campus.

MIDDLE SCHOOL UNIFORM PICTURE GUIDE

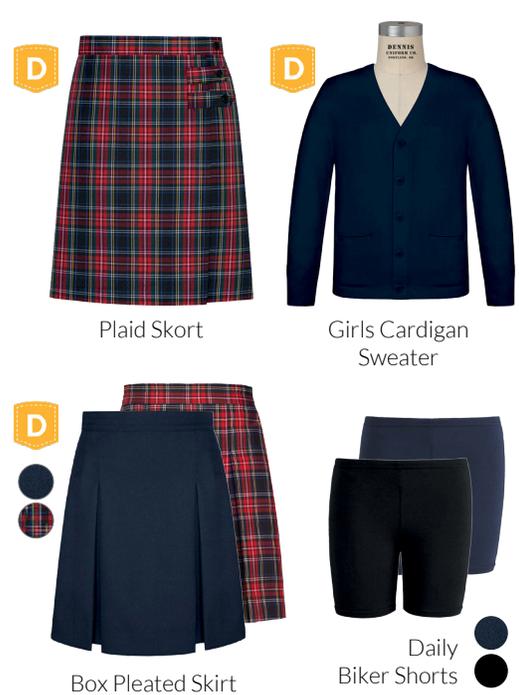
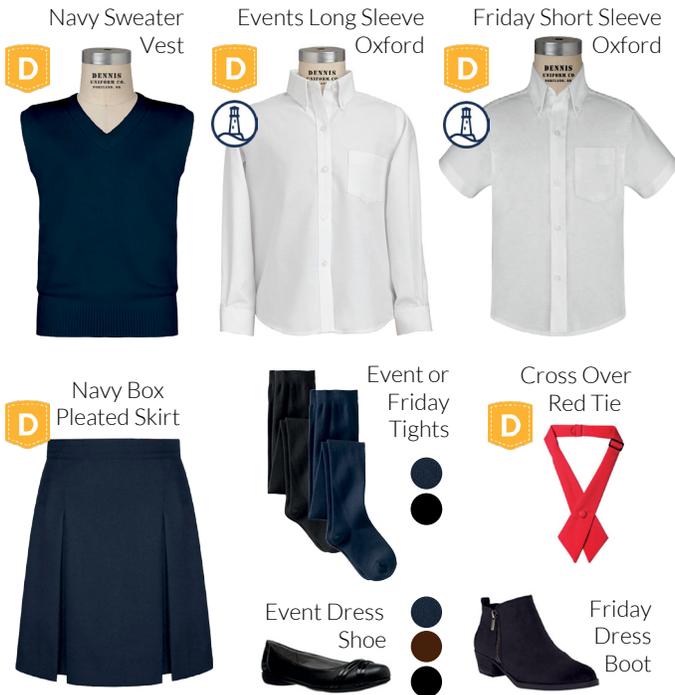
Boys Event and Friday Dress



Monday - Thursday Options



Girls Event and Friday Dress



Approved Supplier: Dennis Uniform Lands' End





9-12 UNIFORMS

9-12 BOYS

9-12 GIRLS

SPECIAL EVENTS

(Picture Day, ALL concerts, and devotionals)

SPECIAL EVENTS

(Picture Day, ALL concerts, and devotionals)

Required:

- Dennis or Lands' End khaki pant ^a
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis navy gabardine blazer
- Dennis Albury tie
- Solid black, navy, or brown dress socks
- Event dress shoes ^e

Required:

- Dennis or Lands' End khaki Box or Kick Pleated Skirt ^c
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis navy gabardine blazer
- Dennis Albury crossover tie
- Black or navy tights (opaque only)
- Event dress shoes ^e

FRIDAY DRESS

FRIDAY DRESS

Required:

- Dennis or Lands' End khaki pant ^a
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis navy gabardine blazer
- Dennis Albury tie
- Solid black, navy, or brown dress socks
- Event or Friday dress shoes ^e

Required:

- Dennis or Lands' End khaki Box or Kick Pleated Skirt ^c
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis navy gabardine blazer
- Dennis Albury crossover tie
- Black or navy tights (opaque only)
- Event or Friday dress shoes ^e

MON-THUR DRESS

MON-THUR DRESS

Any variation of the following may be worn:

- Dennis or Lands' End khaki pant ^a
- Dennis or Lands' End navy pant ^a
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis blue oxford shirt ^b (long or short sleeve)
- Dennis white, red, green, or navy polo (long or short sleeve)
- Solid black, navy, brown, gray or white socks

Any variation of the following may be worn:

- Dennis or Lands' End khaki Box or Kick Pleated Skirt ^c
- Lands' End khaki A-Line Below the Knee Skirt ^c
- Dennis navy or Macbeth Plaid Box or Kick Pleated Skirt ^c
- Dennis Macbeth Plaid Longer Length Skort ^c
- Dennis or Lands' End white oxford shirt ^b (long or short sleeve)
- Dennis blue oxford shirt ^b (long or short sleeve)
- Dennis white, red, green, or navy polo (long or short sleeve)
- Black or navy biker shorts ^d or leggings ^d
- Solid black, navy, gray, or white, opaque or cable, tights or socks
- Dress, casual, or conservative athletic shoes ^e

9-12 BOYS & GIRLS

REQUIRED JACKET OR SWEATER (for additional in-class warmth)

IMPORTANT UNIFORM FOOTNOTES

Required (one of the following):

- Dennis navy sweater vest, cardigan, or pullover
- Dennis navy micro-fleece vest or jacket
- Dennis navy quarter zip sweatshirt w/ logo
- Dennis or Lands' End navy crew neck sweatshirt (sweatshirts must have school logo or mascot)
- Land's End Uniform navy ThermoPlume Jacket
- Land's End Uniform navy Sports Squall Jacket
- Spirit wear jacket – sold only by AHS

Uniform Footnotes:

- Dennis or Lands End approved pants do not have cuffs
- Oxford shirts must have button down collars.
- Girl's Shifts, Skorts, Jumpers, and Skirts must touch the kneecap.
- Girls, grades K-12, must wear snug-fitting black or navy biker shorts daily (except when wearing tights). Biker shorts may not extend below the hemline of the uniform. Ankle-length leggings, with socks or footlets, may replace biker shorts on M-TH.
- See additional sections for more details

P.E. UNIFORMS / SHOES

SPIRIT APPAREL DAYS

Required:

- Any Spirit Apparel or AHS program t-shirt.
- Solid navy, gray, red or black athletic shorts or sweatpants. Shorts MUST be knee-length and black or navy biker shorts must be worn underneath. Small logos are permitted
- Ankle or athletic socks (logos are permitted)
- Conservative athletic shoes ^e with non-marking soles or P.E. shoes ^e

Any variation of the following may be worn:

- Regular AHS Mon-Thur Uniform tops and bottoms.
- Spirit Apparel or AHS program top.
- Conservative, solid color, blue/black/brown jeans or slacks. Jeans and slacks should not be torn, distressed, broken-twill, blasted, dirty washed, double-dyed, frayed, or faded. No holes or distracting features are permitted.

Note about after-school athletics: Loose fitting athletic pants, warm-ups or sweatpants must be worn prior to and after practices and games when remaining on campus.

HIGH SCHOOL UNIFORM PICTURE GUIDE



Boys Event and Friday Dress



Monday - Thursday Options



Girls Event and Friday Dress



Approved Supplier: Dennis Uniform Lands' End

K-5, UNIFORM SHOPPING LIST

K-5 GIRLS

SHIRTS

- Required for events and Fridays
 - _____ Dennis white Peter Pan collar blouse
 - long sleeve required for events
 - short sleeve may be worn on Fri
- Optional for Mon-Thur
 - _____ Dennis white polo - long or short sleeve
 - _____ Dennis red polo - long or short sleeve
 - _____ Dennis white Peter Pan collar blouse long or short sleeve

PLAIDS

- Required for events and Fridays
 - _____ K-3rd: Dennis Macbeth Plaid Shift ^C
 - _____ 4th-6th: Dennis Macbeth Plaid Skort ^C
- Optional for Mon-Thur
 - _____ Dennis Macbeth Plaid Skort ^C
 - _____ Dennis Macbeth Plaid Shift ^C
 - _____ Dennis Macbeth Plaid Jumper ^C

SWEATER

- Required for events and Fridays
 - _____ 4th-6th: Dennis navy sweater vest

BIKERS / SOCKS / TIGHTS / LEGGINGS

- Required for events and Fridays
 - _____ Black or navy tights ^e Cable or opaque
 - tights required for events; black or navy knee-high socks may be worn on Fri
- Required daily
 - _____ Black or navy bike shorts ^d -must be worn daily, except when wearing tights
- Optional for Mon-Thur
 - _____ Black, navy, gray, or white leggings ^d
 - _____ Black, navy, gray, or white tights ^e
 - _____ Black, navy, gray, or white socks ^e

SHOES

- Required for events
 - _____ Event dress shoes ^e
- Required for Fridays
 - _____ Event dress shoes ^e - or -
 - _____ Friday dress shoes or ankle boots ^e
- Optional for Mon-Thur
 - _____ Event or Friday dress shoes ^e
 - _____ Casual shoes ^e
 - _____ Conservative athletic shoes ^e
 - _____ Please see next column for P.E. shoes ^e

SWEATERS / JACKETS

- Required for warmth (select one)
 - _____ Dennis navy sweater vest
 - _____ Dennis navy cardigan sweater
 - _____ Dennis navy pullover sweater
 - _____ Dennis navy micro-fleece vest
 - _____ Dennis navy micro-fleece jacket
 - _____ Land's End navy ThermoPlume jacket
 - _____ Land's End navy Sports Squall jacket
 - _____ AHS Spirit Store Track Jacket
 - _____ Dennis navy quarter zip sweatshirt*
 - _____ Dennis navy crew neck sweatshirt*
 - _____ Lands' End navy crew sweatshirt*
- (*All in-class sweatshirts must have school logo or mascot)

P.E. / SPIRIT APPAREL DAYS

- Required for P.E.
 - _____ Athletic P.E. shoes ^e -or- conservative athletic shoes ^e with non-marking soles
- Note: P.E. Uniforms are not required for K-5
- Optional for Spirit Apparel Days
 - _____ AHS Spirit Store or program top

K-5 BOYS

SHIRTS

- Required for events and Fridays
 - _____ Dennis white oxford ^b dress shirt -or-
 - _____ Lands' End white oxford ^b dress shirt
 - long sleeve required for events
 - short sleeve may be worn on Fri
- Optional for Mon-Thur
 - _____ Dennis white polo - short or long sleeve
 - _____ Dennis red polo - short or long sleeve
 - _____ Dennis white oxford ^b dress shirt
 - _____ Lands' End white oxford ^b dress shirt long or short sleeve

PANTS / SHORTS

- Required for events and Fridays
 - _____ Dennis navy pant ^a -or-
 - _____ Lands' End navy pant ^a
- Optional for Mon-Thur
 - _____ Dennis navy knee-length short
 - _____ Lands' End navy knee-length short

TIE

- Required for events and Fridays
 - _____ Dennis solid navy tie

SOCKS

- Required for events and Fridays
 - _____ Black or navy dress socks ^e
- Optional for Mon-Thur
 - _____ Black, navy, gray, or white socks ^e

SHOES

- Required for events
 - _____ Event dress shoes ^e
- Required for Fridays
 - _____ Event dress shoes ^e - or -
 - _____ Friday dress shoes ^e
- Optional for Mon-Thur
 - _____ Event or Friday dress shoes ^e
 - _____ Casual shoes ^e
 - _____ Conservative athletic shoes ^e
 - _____ Please see next column for P.E. shoes ^e

SWEATERS / JACKETS

- Required for warmth (select one)
 - _____ Dennis navy sweater vest
 - _____ Dennis navy cardigan sweater
 - _____ Dennis navy pullover sweater
 - _____ Dennis navy micro-fleece vest
 - _____ Dennis navy micro-fleece jacket
 - _____ Land's End navy ThermoPlume jacket
 - _____ Land's End navy Sports Squall jacket
 - _____ AHS Spirit Store Track Jacket
 - _____ Dennis navy quarter zip sweatshirt*
 - _____ Dennis navy crew neck sweatshirt*
 - _____ Lands' End navy crew sweatshirt*
- (*All in-class sweatshirts must have school logo or mascot)

P.E. / SPIRIT APPAREL DAYS

- Required for P.E.
 - _____ Athletic P.E. shoes ^e -or- conservative athletic shoes ^e with non-marking soles
- Note: P.E. Uniforms are not required for K-5
- Optional for Spirit Apparel Days
 - _____ AHS Spirit Store or program top



6-8, UNIFORM SHOPPING LIST

6-8 GIRLS

SHIRTS

- Required for events and Fridays
 - _____ Dennis white oxford^b dress shirt -or-
 - _____ Lands' End white oxford^b dress shirt
 - long sleeve required for events
 - short sleeve may be worn on Fri
- Optional for Mon-Thur
 - _____ Dennis white polo - long or short sleeve
 - _____ Dennis red polo - long or short sleeve
 - _____ Dennis white oxford^b dress shirt
 - _____ Lands' End white oxford^b dress shirt
 - long or short sleeve

SKIRTS / SKORTS

- Required for events and Fridays
 - _____ Dennis navy Skirt^c
- Optional for Mon-Thur
 - _____ Dennis Macbeth Plaid Skirt^c
 - _____ Dennis Macbeth Plaid Skort^c

SWEATER

- Required for events and Fridays
 - _____ Dennis navy sweater vest

TIE

- Required for events and Fridays
 - _____ Dennis red crossover tie

BIKERS / SOCKS / TIGHTS / LEGGINGS

- Required for events and Fridays
 - _____ Black or navy tights^e opaque only
- Required daily
 - _____ Black or navy bike shorts^d
 - worn daily, except when wearing tights
- Optional for Mon-Thur
 - _____ Black or navy leggings^d
 - _____ Black, navy, gray, or white tights^e
 - _____ Black, navy, gray, or white socks^e

SHOES

- Required for events
 - _____ Event dress shoes^e
- Required for Fridays
 - _____ Event dress shoes^e - or -
 - _____ Friday dress shoes or ankle boots^e
- Optional for Mon-Thur
 - _____ Dress shoes or boots^e
 - _____ Casual shoes^e
 - _____ Conservative athletic shoes^e
 - _____ Please see next column for P.E. shoes^e

SWEATERS / JACKETS

- Required for warmth (select one)
 - _____ Dennis navy sweater vest
 - _____ Dennis navy cardigan sweater
 - _____ Dennis navy pullover sweater
 - _____ Dennis navy micro-fleece vest
 - _____ Dennis navy micro-fleece jacket
 - _____ Land's End navy ThermoPlume jacket
 - _____ Land's End navy Sports Squall jacket
 - _____ AHS Spirit Store Track Jacket
 - _____ Dennis navy quarter zip sweatshirt*
 - _____ Dennis navy crew neck sweatshirt*
 - _____ Lands' End navy crew sweatshirt*
 - (*All in-class sweatshirts must have school logo or mascot)

P.E. / SPIRIT APPAREL DAYS

- Required for P.E.
 - _____ AHS Spirit Store or program T-Shirt
 - _____ Knee-length athletic shorts or sweat-pants
 - in solid navy, gray, red or black
 - _____ Black or navy bike shorts^d
 - _____ Athletic P.E. shoes^e -or- conservative athletic shoes^e with non-marking soles
- Optional for Spirit Apparel Days
 - _____ AHS Spirit Store or program top

6-8 BOYS

SHIRTS

- Required for events and Fridays
 - _____ Dennis white oxford^b dress shirt -or-
 - _____ Lands' End white oxford^b dress shirt
 - long sleeve required for events
 - short sleeve may be worn on Fri
- Optional for Mon-Thur
 - _____ Dennis white polo - short or long sleeve
 - _____ Dennis red polo - short or long sleeve
 - _____ Dennis white oxford^b dress shirt
 - _____ Lands' End white oxford^b dress shirt
 - long or short sleeve

PANTS

- Required for events and Fridays
 - _____ Dennis navy pant^a -or-
 - _____ Lands' End navy pant^a
- Optional for Mon-Thur
 - _____ No other options available

TIE

- Required for events and Fridays
 - _____ Dennis solid red tie

SOCKS

- Required for events and Fridays
 - _____ Black or navy dress socks^e
- Optional for Mon-Thur
 - _____ Black, navy, gray, or white socks^e

SHOES

- Required for events
 - _____ Event dress shoes^e
- Required for Fridays
 - _____ Event dress shoes^e - or -
 - _____ Friday dress shoes^e
- Optional for Mon-Thur
 - _____ Event or Friday dress shoes^e
 - _____ Casual shoes^e
 - _____ Conservative athletic shoes^e
 - _____ Please see next column for P.E. shoes^e

SWEATERS / JACKETS

- Required for warmth (select one)
 - _____ Dennis navy sweater vest
 - _____ Dennis navy cardigan sweater
 - _____ Dennis navy pullover sweater
 - _____ Dennis navy micro-fleece vest
 - _____ Dennis navy micro-fleece jacket
 - _____ Land's End navy ThermoPlume jacket
 - _____ Land's End navy Sports Squall jacket
 - _____ AHS Spirit Store Track Jacket
 - _____ Dennis navy quarter zip sweatshirt*
 - _____ Dennis navy crew neck sweatshirt*
 - _____ Lands' End navy crew sweatshirt*
 - (*All in-class sweatshirts must have school logo or mascot)

P.E. / SPIRIT APPAREL DAYS

- Required for P.E.
 - _____ AHS Spirit Store or program T-Shirt
 - _____ Knee-length athletic shorts or sweat-pants
 - in solid navy, gray, red or black
 - _____ Black or navy bike shorts^d
 - _____ Athletic P.E. shoes^e -or- conservative athletic shoes^e with non-marking soles
- Optional for Spirit Apparel Days
 - _____ AHS Spirit Store or program top



9-12, UNIFORM SHOPPING LIST

9-12 GIRLS

SHIRTS

- Required for events and Fridays
 - _____ Dennis white oxford^b dress shirt -or-
 - _____ Lands' End white oxford^b dress shirt
 - long or short sleeve may be worn for events and Fridays
- Optional for Mon-Thur
 - _____ Dennis white polo - long or short sleeve
 - _____ Dennis red polo - long or short sleeve
 - _____ Dennis navy polo - long or short sleeve
 - _____ Dennis green polo - long or short sleeve
 - _____ Dennis white oxford^b dress shirt
 - _____ Lands' End white oxford^b dress shirt
 - _____ Dennis blue oxford^b dress shirt
 - _____ Lands' End blue oxford^b dress shirt
 - oxfords may have long or short sleeves

SKIRTS / SKORTS

- Required for events and Fridays
 - _____ Dennis khaki pleated Skirt^c -or-
 - _____ Lands' End khaki pleated Skirt^c
- Optional for Mon-Thur
 - _____ Dennis navy Skirt^c
 - _____ Dennis Macbeth Plaid Skirt^c
 - _____ Dennis Macbeth Plaid Skort^c
 - _____ Lands' End khaki A-Line Skirt^c

BLAZER

- Required for events and Fridays
 - _____ Dennis navy gabardine blazer

TIE

- Required for events and Fridays
 - _____ Dennis Albury crossover tie

BIKERS / SOCKS / TIGHTS / LEGGINGS

- Required for events and Fridays
 - _____ Black or navy tights^e opaque only
- Required daily
 - _____ Black or navy bike shorts^d
 - must be worn daily, except when wearing tights
- Optional for Mon-Thur
 - _____ Black or navy leggings^d
 - _____ Black, navy, gray, or white tights^e
 - _____ Black, navy, gray, or white socks^e

SHOES

- Required for events
 - _____ Event dress shoes^e
- Required for Fridays
 - _____ Event dress shoes^e - or -
 - _____ Friday dress shoes or ankle boots^e
- Optional for Mon-Thur
 - _____ Dress shoes or boots^e
 - _____ Casual shoes^e
 - _____ Conservative athletic shoes^e
 - _____ Please see next column for P.E. shoes^e

SWEATERS / JACKETS

- Required for warmth (select one)
 - _____ Dennis navy sweater vest
 - _____ Dennis navy cardigan sweater
 - _____ Dennis navy pullover sweater
 - _____ Dennis navy micro-fleece vest
 - _____ Dennis navy micro-fleece jacket
 - _____ Land's End navy ThermoPlume jacket
 - _____ Land's End navy Sports Squall jacket
 - _____ AHS Spirit Store Track Jacket
 - _____ Dennis navy quarter zip sweatshirt*
 - _____ Dennis navy crew neck sweatshirt*
 - _____ Lands' End navy crew sweatshirt*
 - (*All in-class sweatshirts must have school logo or mascot)

P.E. / SPIRIT APPAREL DAYS

- Required for P.E.
 - _____ AHS Spirit Store or program T-Shirt
 - _____ Knee-length athletic shorts or sweat-pants
 - _____ in solid navy, gray, red or black
 - _____ Black or navy bike shorts^d
 - _____ Athletic P.E. shoes^e -or- conservative athletic shoes^e with non-marking soles
- Optional for Spirit Apparel Days
 - _____ AHS Spirit Store or program top

9-12 BOYS

SHIRTS

- Required for events and Fridays
 - _____ Dennis white oxford^b dress shirt -or-
 - _____ Lands' End white oxford^b dress shirt
 - long or short sleeve may be worn for events and Fridays
- Optional for Mon-Thur
 - _____ Dennis white polo - long or short sleeve
 - _____ Dennis red polo - long or short sleeve
 - _____ Dennis navy polo - long or short sleeve
 - _____ Dennis green polo - long or short sleeve
 - _____ Dennis white oxford^b dress shirt
 - _____ Lands' End white oxford^b dress shirt
 - _____ Dennis blue oxford^b dress shirt
 - _____ Lands' End blue oxford^b dress shirt
 - oxfords may have long or short sleeves

PANTS

- Required for events and Fridays
 - _____ Dennis khaki pant^a -or-
 - _____ Lands' End khaki pant^a
- Optional for Mon-Thur
 - _____ Dennis navy pant^a
 - _____ Lands' End navy pant^a

BLAZER

- Required for events and Fridays
 - _____ Dennis navy gabardine blazer

TIE

- Required for events and Fridays
 - _____ Dennis Albury tie

SOCKS

- Required for events and Fridays
 - _____ Black, navy or brown dress socks^e
- Optional for Mon-Thur
 - _____ Black, navy, brown, gray, or white socks

SHOES

- Required for events
 - _____ Event dress shoes^e
- Required for Fridays
 - _____ Event dress shoes^e - or -
 - _____ Friday dress shoes^e
- Optional for Mon-Thur
 - _____ Event or Friday dress shoes^e
 - _____ Casual shoes^e
 - _____ Conservative athletic shoes^e
 - _____ Please see next column for P.E. shoes^e

SWEATERS / JACKETS

- Required for warmth (select one)
 - _____ Dennis navy sweater vest
 - _____ Dennis navy cardigan sweater
 - _____ Dennis navy pullover sweater
 - _____ Dennis navy micro-fleece vest
 - _____ Dennis navy micro-fleece jacket
 - _____ Land's End navy ThermoPlume jacket
 - _____ Land's End navy Sports Squall jacket
 - _____ AHS Spirit Store Track Jacket
 - _____ Dennis navy quarter zip sweatshirt*
 - _____ Dennis navy crew neck sweatshirt*
 - _____ Lands' End navy crew sweatshirt*
 - (*All in-class sweatshirts must have school logo or mascot)

P.E. / SPIRIT APPAREL DAYS

- Required for P.E.
 - _____ AHS Spirit Store or program T-Shirt
 - _____ Knee-length athletic shorts or sweat-pants
 - _____ in solid navy, gray, red or black
 - _____ Black or navy bike shorts^d
 - _____ Athletic P.E. shoes^e -or- conservative athletic shoes^e with non-marking soles
- Optional for Spirit Apparel Days
 - _____ AHS Spirit Store or program top



Teacher Resources:

What is FACE (Foundation for American Christian Education)?

The Foundation for American Christian Education (“FACE”) is a Christian, non-denominational, non-profit organization based in Virginia that shares a tremendous amount in common with American Heritage School. Beginning in the 1980’s when members of our Board of Trustees and Curriculum Committee became familiar with FACE founders Verna Hall, Rosalie Slater, and Carole Adams, it was clear to all that we had a surprisingly common view of education and its role in “restoring the heart and mind of a nation.”

Over a decade ago, American Heritage School adopted the FACE “Principle Approach®” as the primary methodology for instruction at American Heritage School. Of course, American Heritage School is a school oriented toward the Church of Jesus Christ of Latter-day Saints, and as such, our mission, philosophy, curriculum, and lesson content, are all based upon Restored Gospel principles. Principle Approach® methodologies such as “The 4-R Method”, “The Word Study Method”, “The Notebook Method”, and other Principle Approach® techniques, are powerful tools for educators focused on changing hearts, and they are therefore uniquely suited to assist us in the *delivery* of our Christ-centered and Restored-Gospel-focused mission, philosophy, curriculum and lesson content.

Importantly, these methods are not new—in fact they are very old—and have been commonly used in the cause of Christian education for centuries, including by the American Founders and many ancient and modern prophets for the education of their children as well as for their own self-education.



With this in mind, as you read FACE publications instructing in the “Principle Approach®,” please note the following:

- In most cases when you see the word “Bible” or “Biblical”—think in your mind “scriptures” or “scriptural.” American Heritage School’s use of the Bible as well as other scriptures does not diminish the value of what wonderful fellow Christians (including the Founding Fathers) have been able to accomplish with the Bible.
- The *Noah Plan: Self-Directed Study in the Principle Approach®* (“the *Self-Directed Study*”) is an excellent and succinct introduction to the Principle Approach®. Written as a “seminar” manual, it contains references to various other FACE publications, such as *The Christian History of the Constitution of the United States of America*, and *Teaching and Learning America’s Christian History*, among others. These are all excellent publications that are also used by American Heritage School as teacher references.
- FACE also operates a school in Chesapeake, Virginia: the “StoneBridge School” or the “StoneBridge FACE Demonstration School.” Multiple AHS administrators, board members, and faculty have visited StoneBridge through the years. We have been grateful for many good ideas that we have gleaned through the years from StoneBridge and from other excellent schools like it. American Heritage School has adopted some, but not all, of the recommended curriculum scope and sequence used by FACE and the StoneBridge School.



*The relationship between American Heritage School and the Foundation for American Christian Education has been a mission-aligned one for decades. Seated left-to-right: Dr. Carole Adams, FACE president, and her husband John standing directly behind her; Rosalie J. Slater, founding president of FACE and author of *Teaching and Learning America’s Christian History*; Laurie Swim, trustee and past chairman of the board of trustees of American Heritage, with her husband, Gaylord, also a past chairman of the AHS board of trustees, standing just to her left.”*

Employee Dress and Grooming Standards

General Principles

The dress and grooming of employees should reflect their divine nature, respect for others, and eternal destiny. It should be professional, functional, modest, neat, clean, and consistent with the dignity inherent in representing American Heritage School. Dress and grooming habits constitute some of the most visible and influential statements about a person's internal state of heart and mind. The way AHS employee's dress and groom themselves should reflect the values, principles, and standards taught at the school. With exception of specifically designated occasions, American Heritage School leans more toward a "business dress" environment and culture than it does toward "formal/Sunday best" or "business casual" or "casual." Form is important, and so is function. If clothing doesn't work well, people don't work well. For these reasons, our dress and grooming standards attempt to balance both form and function.

Employees as Role Models

AHS employees commit to observing the dress and grooming standards set forth in detail below. As role models for students, employees also commit themselves to the standards set forth by The Church of Jesus Christ of Latter-day Saints in its publications "For the Strength of Youth" and "The Family: A Proclamation to the World." In keeping with the principle set forth in The Family Proclamation that "gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose," all male employees at AHS are expected to abide by the employee dress and grooming standards for men, and all female employees are expected to abide by the dress and grooming standards set forth for women.

Dressing for Different Functions on the Same Day

Sometimes employees in school settings fulfill different functions on the same day, such as teaching in a formal classroom setting during some periods and coaching P.E. or afterschool athletics during other periods. This mix of functions can lead to questions like "what do I wear today?" and "should I be changing for each different assignment?" If possible and practical, we encourage—but do not require—employees in these circumstances to change their dress to fit the circumstances of each different responsibility. If an employee chooses not to change their dress to fit each activity, then we encourage employees to dress for the activity that they will be doing most during the day. Dressing for the form and function of the task that you are performing improves the teaching and learning experience. The school has provided faculty locker-rooms in the high school building as well as family bathrooms throughout the campus that can be used by employees for this purpose. Obviously, given the various factors and scenarios involved, such as the number and frequency of different assignments throughout the day and the logistics of changing between classes/assignments, professional and personal judgment will need to be exercised by each employee in implementing this standard.



MEN FACULTY

Men: Shirts. On regular school days, men should wear button-down dress shirts or polo shirts, with or without tie (see ties below). T-shirts, sweatshirts, and hoodies (hooded sweatshirts/shirts/sweaters) are not permitted. Athletic and PE Department employees may wear sweatshirts, polo shirts, and track jackets, preferably school branded. For Spirit Days, please see the Spirit Apparel Dress Code for Faculty.

Men: Ties and Socks. Consistent with the school's general atmosphere that leans toward business dress, men's ties are encouraged but not required. Socks should always be worn by male employees. Men's ties and socks should consistently reflect the same standards of general conservatism and business dress inherent in all other aspects of the AHS dress and grooming standards. Ties and socks that draw attention to themselves for their depiction of pop-culture figures, images, or messages; athletes or teams; media/commercial personalities; or characters or logos that convey similar messages or content, should generally be reserved for wearing outside of regular school hours or for infrequent, special, celebration days. Having said this (and this is where we are asking for your professional judgment), we do allow and even encourage ties and socks that reflect a teacher's curriculum or specific values and character traits championed by the school's mission. For example, occasionally wearing a tie or socks depicting a historical figure in a teacher's curriculum, or that supports the content of a particular lesson plan, can be fun and engaging for employees and students while at the same time not competing with the general dress and grooming principles outlined above.

Men: Pants. On regular school days, men should wear business slacks. The term "business slacks" for purposes of this standard refers to pants that are one step up from "business casual slacks," meaning neither jeans nor chino, but rather pants that are made from a smooth, wool-knit or blended fabric typical of more conservative business settings. Athletic and PE Department employees may wear athletic pants, sweatpants, and modest (knee-length) shorts. Coaches of outdoor fall and spring sports may wear shorts that best suit the function of the sport (track, soccer, tennis, etc.). When coaching a game against another school, male employees in the Athletic and PE Department should wear an AHS-approved polo with professional slacks (or shorts for outdoor fall and spring sports), or a professional button-down shirt and tie, with or without a jacket. For Spirit Days, please see the Spirit Apparel Dress Code for Faculty.

Men: Shoes. Shoes are one of the most (if not the most) important functional aspects of a wardrobe and send strong signals about the values and activity of the wearer. For most intents and purposes at AHS, comfortable, professional, business shoes should be worn. Athletic and PE Department employees may wear athletic shoes that are necessary and appropriate for their activity. Medical exceptions may be requested from administration for a deviation from this policy.

Men: Dress Days. On school dress days (special events and every Friday other than in-service Fridays), all dress code standards apply, plus men are required to wear either navy or khaki slacks, white button-down dress shirt, and a solid red or solid navy tie.

For the following special events, a navy suit and solid red tie will be required.

- First Day of School
- Faculty Picture Day
- Patriotic Program
- Other special events for which uniformity is appropriate (administration discretion).

Upon request by the employee, the School will reimburse up to \$100 of the cost of the navy suit. Avoid sporty footwear unless it is required for athletic or medical purposes.

Men: Grooming. Hairstyles should be clean and neat, trimmed above the collar and trimmed to leave the ear uncovered. Styles should be conservative, and colors should be natural. The school encourages men to be clean shaven; however, facial hair, if worn, should be conservative in style, not longer than one-half inch in length, and neatly trimmed. No soul patches or goatees, please. Sideburns should not extend below the earlobe or onto the cheek. Given that beards in various stages of early growth can appear patchy and unkempt, we encourage those who choose to wear facial hair to consider growing it to the desired length during vacation or personal leave time, if possible. Earrings and other body piercings are not acceptable. Hats should not typically be worn indoors (exceptions may be made with approval of administration for custodial, security, or other faculty/staff who may have functional needs requiring hats).



Women: Blouses and Tops. Necklines should be high enough to cover undergarments and should be modest not only when in a standing posture, but also when bending over (for example, to pick an item up off the floor or to assist students). Sleeves may be either long or short. With exception of the approved uniform sweater ordered through the school's uniform supplier, all t-shirts, sweatshirts, and hoodies (hooded sweatshirts/shirts/sweaters) are not permitted. Blouses and tops should not be sleeveless, strapless, backless, form-fitting, revealing (including sheer), or midriff-cut. Avoid oversized, bulky, or tight-fitting sweaters. Athletic and PE Department employees may wear sweatshirts, polo shirts, and track jackets, preferably school branded. For Spirit Days, please see the Spirit Apparel Dress Code for Faculty.

Women: Dresses, Skirts, and Slacks.

Dresses, skirts and slacks must be professional in style and design. Skirts and dresses should cover the knee when seated and should not be form-fitting or have slits above the knee. Slacks should be professional straight leg, not form fitting. Nylon hosiery is not required. If women choose to wear leggings or tights, they should be conservative and solid-colored. Dresses or skirts are required for devotionals and other performances. Athletic and PE Department employees may wear athletic pants, sweatpants, and modest (knee-length) shorts. Coaches of outdoor fall and spring sports may wear shorts that best suit the function of the sport (track, soccer, tennis, etc.). When coaching a game against another school, female employees in the Athletic and PE Department should wear an AHS approved polo with professional slacks (or shorts for outdoor fall or spring sports), or a professional dress, skirt or slacks suit. For Spirit Days, please see the Spirit Apparel Dress Code for Faculty.

Women: Footwear. Shoes are one of the most (if not the most) important functional aspects of a wardrobe and send strong signals about the values and activity of the wearer. For most intents and purposes at AHS, comfortable, professional, business shoes should be worn. Shoes should be practical but still dressy. Athletic and PE Department employees may wear athletic shoes that are necessary and appropriate for their activity. Medical exceptions may be requested from administration for a deviation from this policy.

Women: Dress Days. On school dress days (special events and every Friday other than in-service Fridays), all dress code standards apply. Additionally, women are required to wear navy or khaki skirts, white shirts/blouses, and a red or navy sweater, or red or navy blazer/suit jacket (red is defined as the red found in the Dennis uniform sweater). If worn, the blazer must be a dark, solid navy or solid red, long-sleeved blazer, or solid navy or solid red dress suit jacket (no patterns or pinstripes please). Upon request by the employee, the School will reimburse the cost of the Lands'End/Dennis Uniform sweater. If women choose to wear nylons, leggings or tights on Fridays or dress days, they should wear solid-colored nylons, leggings, or tights that are navy, nude, or tan.

For the below listed special events (which may or may not fall on a Dress Friday), a Lands'End/Dennis Uniform red sweater and a navy skirt will be required for women:

- First Day of School
- Faculty Picture Day
- Patriotic Program
- Other special events for which uniformity is appropriate (administration discretion).

Women: Grooming. A clean and well-cared-for appearance should be maintained. Hairstyles should be clean and neat; styles should be conservative, and colors should be natural. More than one piercing per ear and all other body piercings are not acceptable.



General Responsibilities of Teachers

The general responsibilities of teachers at American Heritage School include the following:

- a) Promote a Christ-centered atmosphere by prioritizing private spirituality and devotion and serving as a personal example of integrity, rigorous effort, intellectual vigor, and human sensitivity.
- b) Strive to implement the school's mission statement.
- c) Pursue continual professional development in scholarship and in teaching effectiveness. Never stop learning new things about your career and your curriculum! Consider completing the Master Teacher Development Program, which is strongly recommended.
- d) Create a classroom atmosphere of trust, enthusiasm for learning, and respect for other people's needs and beliefs.
- e) Commit yourself to total, professional support of American Heritage School's culture, methods, standards, and routines.
- f) Strive to support—both in letter and spirit—the policies of the school. If you do not agree with a school policy, or would like an exception, please speak with the administration. Please do not openly contradict school policies in front of students, parents, and other faculty members. If you feel that a policy needs improvement, strive to express criticism of the policy the way James Madison advised, in a spirit of “loving criticism” and without personal animosity for those who are supportive of the policy with which you may presently disagree. Remember, we are all on the same team!
- g) Participate in earnest with the school's program for evaluation and self-evaluation. Take personal goals seriously and strive to meet them.
- h) Faithfully carry out recess, lunch, and other duties. The administration will be as sensible as possible to the need to distribute assignments equally; however, a perfect distribution is extremely difficult to achieve. When called on, please be as flexible as possible with assignments to supervise students.
- i) Communicate weekly with parents. Teachers of grades K–6 should communicate with parents in a weekly letter, e-mail or website posting that outlines class studies, spelling words, any extra assignments, and teaching goals. Teachers of grades 7–12 should communicate with parents in at least a monthly letter, e-mail or website posting. (Bi-weekly or even weekly parent communications are still encouraged if possible.) Communication should be informative and, most importantly, inspirational, upbeat, and positive. Communication should give parents a renewed sense of interest in the curriculum (e.g., something they might want to discuss at the dinner table) and gratitude for the experiences the students are having in class.
- j) Update student progress weekly on Veracross so parents will have up-to-date information regarding their child's progress. If there are missing assignments or academic concerns, communication with parents and students is vital. A phone call to parents is the best option; however, an e-mail or a written report is also acceptable. In grades 4–12, grades must be updated in Veracross each Monday morning by 10 a.m. when the administration will review grades for purposes of the weekly academic probation report (grades 7–12) and for purposes of intervention conversations with students and parents (grades 4–12).
- k) Invite peer review of written communication. Although it is not practical to expect that all written communication be presented to an administrator before distribution to parents, it is an excellent practice to have another person review important letters, e-mails, or website postings for parents, particularly when sending to large audiences such as all the parents in your class.
- l) Conceive, plan, organize, and rehearse special student programs.
- m) Create, maintain, and improve on units and lesson plans on an on-going basis.
- n) Assist the administrators in any other duties that are assigned.



Teacher Resource Materials

Resource Materials (listed in order of priority):

1. Words of the living prophets and scriptures
2. AHS Foundations Guide
3. Scope and Sequence Curriculum Progress, Learning Objectives, Syllabus, Curriculum Map from previous teachers in your grade
4. Instructional Strategy Options (located on the Faculty Portal under Teacher Resource Links)
5. Foundations Curriculum Noah Plan and FACE Literature, Language, History and Geography and other curriculum guides
6. Arbinger teachings and books including *The Choice in Education, Leadership and Self Deception, The Outward Mindset*
7. Growth Mindset

Recommended reading:

Classroom Management

- Lynne G. Robbins, "Be 100% Responsible"

Correct Principles

- Gaylord Swim, "No Excuses, Sir!" Principles and Perspective published by Sutherland Institute, Summer 2001
- "Come Follow Me"
- M. Russell Ballard, "How Elder Ballard Responded when a Member Told Him He Was a False Prophet," Yesterday, Today and Forever

Curriculum

- Spencer W. Kimball, "The Gospel Vision of the Arts," BYU, "Education for Eternity," Speeches of the Year, 1967-1968, p 12
- Boyd K. Packer, "The Arts and the Spirit of the Lord," IBYU 1976 Speeches

Divine Identity and Purpose

- Kristin L. Matthews, "The Worth of Souls is Great," BYU 2013 Speeches, August 6, 2013

Foundation Laying

- H. Verlan Andersen, "Bring Up Your Children in Light and Truth," LDS General Conference, 1991
- Ezra Taft Benson, "Jesus Christ - Gifts and Expectations," BYU 1974 Speeches, 12/74
- Douglas Callister, "Your Refined Heavenly Home, BYU 2006-2007 Speeches
- Donald Hallstrom, "How Firm A Foundation," CES Devotional for Young Adults, 11/2/14, Ogden, Utah
- Jennifer Rockwood, "Follow the Light," BYU 2016-2017 Speeches, 3/15/16
- Margaret Thatcher, "The Moral Foundations of Society," Imprimis, published by Hillsdale College, 11/94, Lecture at Hillsdale Center for Constructive Alternatives seminary, "God and Man: Perspectives on Christianity in the 20th Century.
- Gaylord Swim, "American Heritage School Mission Statement," 11/2004

Inspiring

- Henry B. Eyring, "Teaching is a Moral Act," BYU Annual University Conference, August 1991

Plan of Salvation

- Jennifer Rockwood, "Follow the Light," BYU 2016-2017 Speeches, 3/15/16

Seven Principles of Personal and Civil Liberty

- Charles Didier, "Where the Spirit of the Lord Is, There Is Liberty," BYU 1984 Speeches 6/84
- Jenet Erickson, "Tips and Tools for Teaching Seven Principles of Personal and Civil Liberty"
- Jenet Erickson, "Engaging Children in Learning the Seven Principles of Liberty"

Teaching

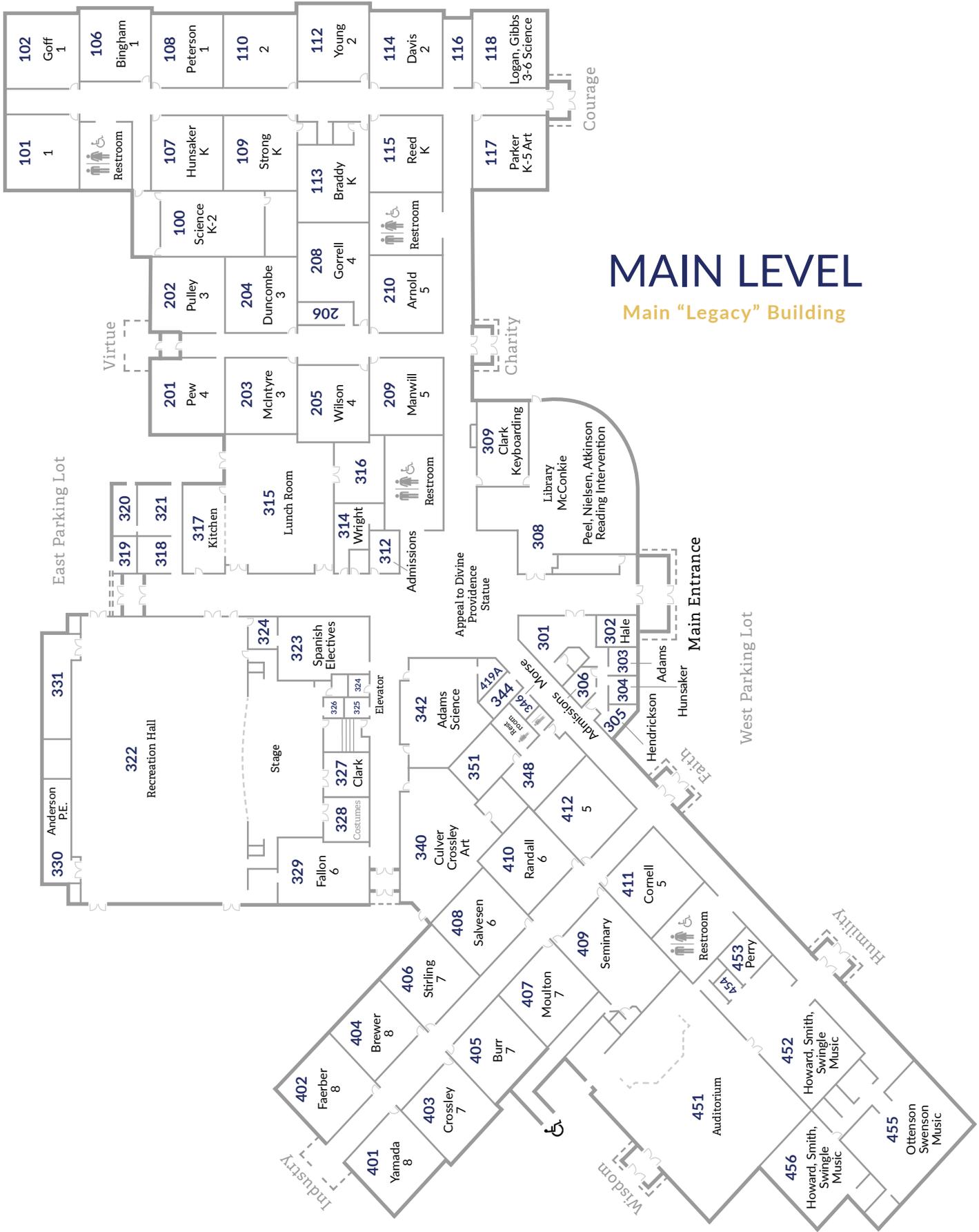
- Russell M. Nelson, "A Plea to My Sister," Ensign, 11/2015



SCHOOL MAPS

MAIN "LEGACY" BUILDING





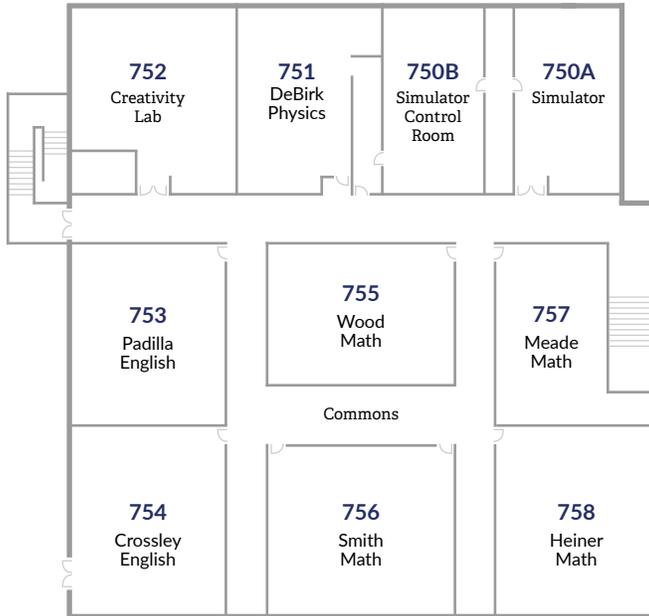
MAIN LEVEL

Main "Legacy" Building

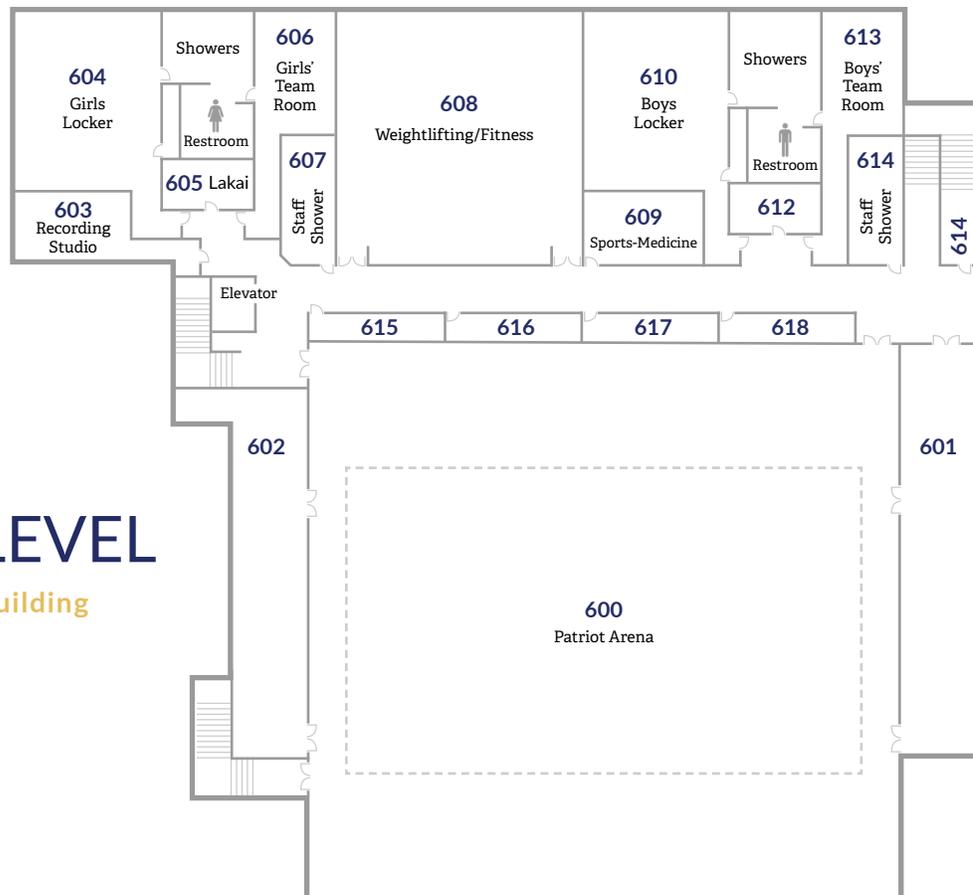


SCHOOL MAPS

HIGH SCHOOL BUILDING



UPPER LEVEL
High School Building



LOWER LEVEL
High School Building



CHARACTER

Developing hearts centered in Christ, influenced by example and refined through experience.



SCHOLARSHIP

Inspiring minds through transformational teaching and learning in the light of the restored gospel.



LIBERTY

Choosing moral self-government as the foundation of thriving individuals, families and communities.

