

# Grade 9–12 Course Descriptions

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2022–23

**A Cappella Choir** – *Teacher: Mr. Swenson; Pre-requisite: successful audition; interested 10<sup>th</sup>-grade students must have taken at least one semester of High School Mixed Choir to qualify for an audition.* This course is offered for students in grades 10, 11, and 12. Advanced choir with performance opportunities throughout the year, including Christmas on Temple Square and Region/State Choir Festival.

**ACT Exam Preparation** – **Note: this class will be offered again in a future school year.** *Teacher: TBD; Pre-requisite: N/A;* In this class, students will prepare for taking the ACT Test. The course will prepare students to obtain a score appropriate for attending a college or university that requires a specific ACT score. The class will review test-taking techniques and strategies for taking the ACT and taking individual portions of the ACT, such as the English, Math, Reading, and Science sections. Students will review the knowledge and skills necessary to improve their ACT scores and practice taking tests under the circumstances like those required by the ACT exam.

**Advisory** – *Teacher: Various; Pre-requisite: N/A; No credit is received for this course.* This course will be provided during the eighth period for all students who are not in Student Government or A.P. Calculus AB. This course aims to give the students time to coordinate homework with teachers, ask questions to their teachers, and make up tests or assignments. Students will work with the Advisory teacher to help them achieve success.

**Algebra Half** – *Teacher: Miss Heiner, Mr. Smith, Mr. Wood, or Mrs. Larsen; Pre-requisites: Math 76 or 87;* Algebra Half (also known as Pre-Algebra) covers all topics typically taught in Pre-Algebra, as well as additional topics from geometry and discrete mathematics. In Pre-Algebra, students will learn: fractions and their arithmetic operations, decimals and their arithmetic operations, mixed numbers and their arithmetic operations, signed numbers and their arithmetic operations, order of operations, percentages, ratios, proportions, divisibility, rounding, place value, unit conversions: scientific notation, evaluation, and simplification of algebraic expressions, the solution of linear equations in one unknown, word problems involving algebraic concepts, graphing, perimeter, area, surface area, volume, classification of geometric figures and solids, geometric construction, and symmetry.

**Algebra 1** – *Teacher: Miss Heiner, Mrs. Larsen, Mr. Meade, Mr. Smith or Mr. Wood; Pre-requisites: Algebra Half;* Specific topics covered include the following: arithmetic of and evaluation of expressions involving signed numbers, exponents and roots, properties of the real numbers, absolute value and equations and inequalities involving absolute value, scientific notation, unit conversions, solution of equations in one unknown and solution of simultaneous equations, the algebra of polynomials and rational expressions, word problems requiring algebra for their solution (such as uniform motion and coin problems), graphical solution of simultaneous equations, Pythagorean theorem, algebraic proofs, functions and functional notation, solution of quadratic equations via factoring and completing the square, direct and inverse variation, and exponential growth, computation of the perimeter and areas of two-dimensional regions, computation of the surface area and volume of a wide variety of geometric solids, and statistics and probability.

**Algebra 2** – *Teacher: Miss Heiner, Mrs. Larsen, Mr. Meade, Mr. Smith, or Mr. Wood; Pre-requisites: Algebra 1;* Algebra 2 covers a considerable amount of geometry. Specific algebra topics covered include the following: graphical solution to simultaneous equations, scientific notation, radicals, roots of quadratic equations including complex roots, properties of the real numbers, inequalities and systems of inequalities, logarithms, and anti-logarithms, exponential equations, basic trigonometric functions, algebra of polynomials, vectors, polar and rectangular coordinate systems, and a broad spectrum of word problems requiring algebra to solve. Considerable time is spent developing geometric concepts and writing proof outlines. Students completing Algebra 2 will have studied the equivalent of one semester of informal geometry. Applications to other subjects such as physics and chemistry and "real-world" problems are covered, including gas law, force vector, chemical mixture, percent markups, etc. Set theory, probability and statistics, and other topics are also treated.

**Algebra 2A**– *Teacher: Miss Heiner, Mrs. Larsen, Mr. Meade, Mr. Smith, or Mr. Wood; Pre-requisites: Algebra 1*; This course teaches the first half of the Algebra 2 content so that it can be divided over two years.

**Algebra 2B**– *Teacher: Miss Heiner, Mrs. Larsen, Mr. Meade, Mr. Smith, or Mr. Wood; Pre-requisites: Algebra 1*; This course teaches the second half of the Algebra 2 content so that it can be divided over two years.

**American Sign Language (ASL) I** – *Teacher: Mrs. Atchison; Pre-requisites: N/A*; American Sign Language (ASL) is used by over 250,000 people in the United States and worldwide. This course teaches students to produce and understand signs related to greetings, letters, numbers, personal information, living situations, family vocabulary, hobbies, and basic storytelling. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**American Sign Language (ASL) II** – *Teacher: Mrs. Atchison; Pre-requisites: ASL I*; American Sign Language (ASL) is used by over 250,000 in the United States and worldwide. This course teaches students to produce and understand signs related to describing people and things, making requests, asking for advice, telling the year, and more. Students will gain a more in-depth understanding of Deaf culture and build on a vocabulary developed in ASL 1. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**American Sign Language (ASL) III** – *Teacher: Mrs. Atchison; Pre-requisites: ASL II*; American Sign Language (ASL) is used by over 250,000 in the United States and worldwide. This course teaches students to produce and understand signs related to describing neighborhoods, giving directions, giving an opinion, telling the time, and more. Students will gain a more in-depth understanding of Deaf culture and build on a vocabulary developed in ASL 2. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of

God's creations have a unique, divine purpose." Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the "culture, cognition, and confidence" benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**American Sign Language (ASL) IV** – *Teacher: Mrs. Atchison; Pre-requisites: ASL III; American Sign Language (ASL) is used by over 250,000 in the United States and worldwide. This course teaches students to produce and understand signs related to talking about personal qualities, telling prices, telling where items are located, discussing knowledge and abilities, describing reactions, making and canceling plans, and more. Students will gain a more in-depth understanding of Deaf culture and build on a vocabulary developed in ASL 3. Please note:* The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that "all people are children of our Heavenly Father. Each child of God and all of God's creations have a unique, divine purpose." Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the "culture, cognition, and confidence" benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**A.P. Biology** – *Teacher: TBD; Pre-requisites: Biology. Offered in school years that begin with an odd number. Next offered in the 2023-24 school year.* In A.P. Biology, an emphasis is on students making connections between the big ideas within the A.P. Biology Curriculum Framework. This course is equivalent to an introductory college-level biology course, designed to prepare students for the A.P. Biology Exam. The course philosophy is to actively engage students in science through class assignments and discussions that inform their laboratory experiences. Students will explore key thematic questions such as What are some ways that you interact with the natural world? What are some factors that help you maintain homeostasis internally and externally? Lab techniques are learned through researching journal papers, hands-on labs, which make up at least 25% of instructional time, and at least two field trips to various working labs in the state. Labs emphasize the development and testing of the hypothesis, collection, analysis, and presentation of data, and discussion of results to discover unanswered questions about the particular topics addressed. A minimum of two labs in each big idea will be conducted. Students are required to report on all laboratory investigations through a lab notebook, class presentations, mini-poster, and tests. The student-directed and inquiry-based laboratory investigations used throughout the course enable students to apply the seven science practices as defined in the Curriculum Framework

**A.P. Calculus AB** – *Teacher: Mr. Meade; Pre-requisites: Pre-Calculus.* Calculus treats all the topics typically covered in an Advanced Placement AB-level calculus program, as well as many of the topics required for a BC-level program. The text begins with a thorough review of those mathematical concepts and skills required for calculus. Students practice "setting up" word problems they will later encounter as calculus problems in the early problem sets. The problem sets contain multiple-choice and conceptually oriented problems like those

found on the Advanced Placement examination. Students are provided an intuitive introduction to concepts before a rigorous examination whenever possible. Proofs are provided for all important theorems. For example, one intuitive and two rigorous proofs are given for the Fundamental Theorem of Calculus. Also, numerous applications to physics, chemistry, engineering, and business are treated in both the lessons and the problem sets. This text has allowed students to take the Advanced Placement examination and score well.

**A.P. Chemistry** – *Teacher: TBD; Pre-requisites: Algebra 2, Chemistry; Offered in school years that begin with an even number. Next offered in the 2022-23 school year.* A.P. Chemistry is a challenging college-level course in general chemistry. As such, students should have completed high school level chemistry and two years of algebra before taking A.P. Chemistry. Students should also expect to dedicate approximately five hours outside of class each week to completing assignments and lab reports and studying for the A.P. exam. Students will explore key thematic questions: What models can help us understand matter's composition, properties, and interactions? How can scientific skills and principles improve our lives? The big ideas covered in this course are (1) atomic structure, (2) structure-property relations, (3) transformations, (4) kinetics, (5) thermodynamics, and (6) equilibrium. Students will perform several hands-on laboratory investigations that teach these big ideas and help them practice essential science skills. The science practices that will be emphasized are (1) using models, (2) using mathematics, (3) engaging in scientific questioning, (4) collecting data, (5) analyzing data, (6) using scientific theories, (7) and relating knowledge across domains.

**A.P. Computer Science Principles** – *Teacher: TBD; Pre-requisites: Algebra 1; Offered in school years that begin with an even number. Next offered in the 2022-23 school year.* The A.P. Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and discuss and write about the impacts these solutions could have on their community, society, and the world. This course will cover the main ideas of Creativity, Abstraction, Data and Information, Algorithms, Programming, the Internet, and Global Impact. Students will be exposed to multiple programming languages (Python, HTML, C++, Java, and JavaScript), but each will choose a language they want to pursue in completing their Create task.

**A.P. English Language and Composition (Eleventh Grade)** – *Teacher: Ms. Crossley; Pre-requisites: N/A;* This introductory college-level course extends the English 11 course in American argument. Building on the themes and readings from English 11, students in this course will develop additional skills in rhetorical argumentation. Students will practice composing the three types of essays from the free-response portion of the A.P. exam: argument, rhetorical analysis, and synthesis. Through both timed and extended writing assignments, students will develop the ability to draw upon the English language resources to facilitate intentional communication. Whereas students in this course are expected to master the academic skills of argument and engage appropriately in the ongoing arguments within their communities, students will regularly respond to texts from local and national current events. Although one of the purposes of this course is to prepare students to take the A.P. examination, this is not the focus of the course, which is really about developing the compositional skills necessary to succeed in college and, more importantly, to engage as active citizens in democratic dialogue.

**A.P. English Literature** - *Teacher: Ms. Crossley; Pre-requisite: N/A; This fulfills an English requirement for Grades 11 & 12.* Students will prepare to analyze literature and respond to the A.P. Literature test prompts in this class. Texts include *The Crucible; The Language of Composition: Reading, Writing, Rhetoric; I am Malala; Macbeth; Our Town; The Strange Case of Dr. Jekyll and Mr. Hyde; To Kill a Mockingbird, Waiting for Godot;* Poetry (various authors), Short Stories (various authors). Students will also read excerpts from the following pieces: *Confronting the Myth of Self Esteem; Leadership and Self-Deception; Mindset: the new psychology of success; Six Thinking Hats; Outliers; Critical Theory Today: a user-friendly guide; Looking Out Looking In; 50 Essays: A Portable Anthology; Introduction to Literature; The Lost Art of Listening; Norton Anthology— American Literature and British Literature; The Power of Truth.*

**A.P. Music Theory** – *Teacher: Mr. Brown; Pre-requisites: Teacher Approval; Offered in school years that begin with an even number. Next offered in the 2022-23 school year.* This class will help students prepare to take the A.P. Music Theory test. The goal of A.P. Music Theory is to develop each student's ability to recognize, understand, and describe the basic materials and processes of music heard and presented in a score. The course focuses on the development of five fundamental skills: Aural skills (recognizing intervals, scales, modes, rhythms, meters, and other musical elements), Sight-singing skills (reading music at first sight through the use of tonic sol-fa singing), Written skills (learning and applying principles harmony, voice leading from the common practice period), Compositional skills (creating original music that follows compositional practices of the common practice period), Analytical skills (examining written music to discover the compositional elements that make it what it is). Students who take this course should already have a basic understanding of music notation and should be able to sing or play a musical instrument. Since sight-singing is part of the A.P. Music Theory exam, students will be required to sing. A.P. Music Theory is a college-level course. Consequently, the quality and quantity of work required will be greater than an average high school class.

**A.P. Physics C** – *Teacher: Mr. DeBirk; Pre-requisites: Calculus (concurrent enrollment accepted); Offered in school years that begin with an even number. Next offered in the 2022-23 school year.* This course prepares students to pass the A.P. Physics C Exam and gain corresponding college credit. In this course, students will learn to 1) read, understand, and interpret physical information – verbal, mathematical, and graphical. 2) describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is: describe the idealized model to be used in the analysis, including simplifying assumptions where necessary; state the concepts or definitions that are applicable; specify relevant limitations on applications of these principles; carry out and describe the steps of the analysis, verbally, mathematically, or graphically; and interpret the results or conclusions, including the discussion of particular cases of special interest. 3) use basic mathematical reasoning- arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate – in a physical situation or problem. 4) perform experiments and interpret the observation results, including assessing experimental uncertainties. The A.P. Exam is optional and requires an additional course fee.

**A.P. Statistics** – *Teacher: Mr. Wood; Pre-requisites: Algebra 2; An introduction to the fundamental methods of data collection and analysis, and how to properly use these methods to conclude real-world applications. The content in this course includes exploratory data analysis, study planning, probability models, and statistical inference. This class is designed for highly motivated student who has demonstrated excellence in mathematical reasoning and critical thinking. The A.P. Exam is optional and requires an additional course fee.*

**AP U.S. Government (Eleventh or Twelfth Grade)** – *Teacher: Mr. Brewer; Pre-requisites: N/A; A.P. U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. The units in this course are Foundations of American Democracy, Interactions Among Branches of Government, Civil Liberty, and Civil Rights, American Political Ideologies and Beliefs, and Political Participation. The A.P. Exam is optional and requires an additional course fee.*

**AP U.S. History** – *Teacher: Mr. Back; Pre-requisites: N/A; This fulfills a history requirement for grades 11 and 12. Advanced Placement U.S. History is a college-level introductory course that examines the nation's cultural, intellectual, diplomatic, social, spiritual, and economic history from the Pre-Columbian period to the present. Students will master a broad body of historical knowledge and prepare to take the Advanced Placement U.S. History Exam. This class has the potential to be among the most informative and influential history courses available. Note that this is a college-level course: AP students should expect a high level of homework and self-directed study.*

**Art I/II** – *Teacher: Mrs. Culver; Pre-requisite: N/A; In this course, students learn and deepen their understanding that they are part of the Divine Design. They learn the elements of design and learn to observe the beauties of this world. They are introduced to many mediums and styles of creating art images.*

**Art III/IV** – *Teacher: Mrs. Culver; Pre-requisites: teacher approval; This course assists the student in the correct preparation and organization of an art portfolio. Emphasis is placed on the individual's strongest work.*

**Athletic Conditioning** – *Teacher: Mr. Smith; Pre-requisites: N/A;* Students in this course will learn the basics of healthy, human conditioning, including strength training and cardio. Students will learn the value of proprioception and its importance to health.

**Ballroom (Beginning)** – *Teacher: Mrs. McOmber; Pre-requisites: N/A;* This course gives students experience in American and Latin social dance, including the cultural background and memorization of steps and figures. Students will develop social skills and etiquette practices and cultivate meaningful friendships while being part of a ballroom team. As part of the AHS team, students will have the opportunity to perform and compete locally and at the state level.

**Ballroom (Intermediate)** – *Teacher: Mrs. McOmber; Pre-requisites: Beginning Ballroom or Teacher Approval;* This course gives students a more in-depth technical and intellectual experience in American style dance, introduces the International Style dance, and provides exposure to contemporary, classic ballet, and jazz. This course will refine their social skills and etiquette practices and cultivate their love for dance individually and as a team. As part of this class, students will learn to rely on their partner and their team. They will have the opportunity to perform and compete locally and at the state level including BYU Nationals.

**Ballroom (Advanced Performance)** – *Teacher: Mrs. McOmber; Pre-requisites: Teacher Approval;* This course gives students a more in-depth technical and intellectual experience in American and International Style dance, and provides exposure to contemporary, classic ballet, and cabaret. Students will need to strengthen their bodies and minds as these advanced movements are more difficult to learn and execute. As part of this class, students will learn to rely on their partners and their teammates. They will have the opportunity to perform and compete and share their love of dance.

**Ballroom (Advanced Competition)** – *Teacher: Mrs. McOmber; Pre-requisites: Teacher Approval;* This course gives students a more in-depth technical and intellectual experience in International Style dance, and provides exposure to contemporary, classic ballet, and cabaret. Students will need to strengthen their body and mind as these advanced movements are more difficult to learn and execute. They will be required to daily strengthen their body. As part of this class, students will learn to rely on their partners and their teammates. They will have the opportunity to perform and compete as a team and share their love of dance.

**Basketball Fundamentals** – *Teacher: Mr. Bonner; Pre-requisites: N/A;* In this course, students will learn the five fundamentals of basketball: shooting, passing, rebounding, dribbling, and defense. They will have the opportunity to scrimmage and learn how to participate effectively on a basketball team.

**Basketball Foundations** – *Teacher: Coach Winitana; Pre-requisites: N/A;*

**Boys Patriot Academy**– *Teacher: Coach Winitana;* This course is required for all members of the Varsity Basketball Team. Our Patriot Basketball Academy is designed to prepare our players for the second coming of our Savior. Our Academy is the next step up from our Basketball fundamentals Class and is a great tool for players who aspire to play High School Varsity one day. To achieve this, we focus on four main areas, heart, might, mind and strength (D&C 4:1-3). This is our basketball program scripture we have chosen to guide us in our teaching. Heart: We share examples and experiences from the scriptures so our players can draw faith and confidence. Might: We focus on improving their body, skill, hand-eye coordination, and strength and conditioning. Mind: We teach team systems and strategies, work on whiteboard and X's and O's so our players understand concepts and grow mentally. Strength: We teach and build team chemistry, the importance of working together, and the power that comes from unity.

**Chamber Choir** – *Teacher: Mr. Swenson; Pre-requisites: successful audition and concurrent participation in the A Cappella Choir;* For students in grades 11 and 12. Highly selective choral ensemble for advanced singers. Performance opportunities throughout the year, including Christmas on Temple Square and Region/State Choir Festival. Chamber Choir members also can participate in the Utah All-State and Honor Choirs. Opportunities to tour intermittently.

**Chemistry** – *Teacher: TBD; Pre-requisites: Algebra One;* In this course, students will learn about the elements, interactions of the features, chemical equations, and properties of chemical reactions through lectures, hands-on experiments and labs, assessments, and student-created reports and projects. Students will explore key thematic questions such as: What models can help us understand the composition, properties, and interactions of matter? How can scientific skills and principles improve our lives? In addition to discussing their learning, students will demonstrate their understanding of these topics by creating a student notebook, an experiment lab book, and word studies.

**Chorale** – *Teacher: Mr. Swenson; Pre-requisites: no previous singing experience required;* This class is open to all students in grades 9-12. Students will learn and practice vocal techniques and sing many different styles in a fun and supportive environment. Students who wish to audition for the A Cappella or Chamber Choirs in a future year should take at least one semester of AHS Chorale.

**Civility** – *Teachers: Mr. Hymas; Pre-requisites: N/A;* This one-term course is a graduation requirement for students graduating in the 2024-25 year and beyond. It should be taken in the tenth-grade year if possible. This course has two distinct yet interdependent parts. First, students will gain an introductory knowledge of various modern economic philosophies. When studying the competing philosophies, students will consider significant, historical experiments of each philosophy; identify the extent to which each philosophy has either actual or proposed application in the present-day U.S. economy and experience the defining attributes of each philosophy through various exercises and activities (most notably the students' continuing management of a virtual investment portfolio). Beyond simply considering the relative merits of the competing philosophies, this course seeks to identify how and why competing economic philosophies are among the most potent catalysts of societal division. That analysis provides the segue to the course's second part: civility. Students will learn to detect logical fallacy and cognitive bias, understand civil disagreement and persuasiveness skills and develop a framework for the civility that must exist to permit sustainable societies. The scientific approach to understanding civility will be capped by frequent reference to Jesus Christ's teachings on how God's children are to treat one another.

**Computer Technology** – *Teacher: TBD; Pre-requisites: N/A;* In this course, students will learn about God's principles and purposes for technology, Microsoft Office software (Word, Excel, and PowerPoint), Google Applications (e.g., Google Docs), and LDS Church Web Sites including New Family Search and Indexing.

**Creativity Lab** – *Teacher: Mr. DeBirk; Pre-requisite: Physics and Algebra I;* This class asks students, "What do you want to make?" and opens the door for them to complete that project. Students receive access to the Creativity Lab, which contains a woodshop, CNC, 3D printers, a laser cutter, and an electronics bench. Students learn 3D design software and the use of all machines. Please note that there is an inherent danger in using these machines and should not be taken lightly. Past projects include guitars, drones, speakers, RC planes, AI cars, furniture, art, animation, and more. Students can choose from pre-planned modules or make a custom design. **Please note that we require a \$200 fee per semester to participate in Creativity Lab. This covers the cost of individual project materials wear and tear on existing equipment needed to complete projects.**

**Debate** – *Teacher: TBD; Pre-requisites: N/A; Note: this class will be offered again in a future school year.* In this course, students will study the principles, tools, and techniques of deliberation and persuasion through parliamentary procedure, public speaking, courtroom procedure, debate, lobbying, and legislation. Upbeat and highly interactive lessons will provide a fun and creative classroom experience while enhancing students' memory of the principles taught. Fall Semester will feature public speaking as a tool for persuasion and influence. Topics covered include effective speech writing, delivery, use of visual aids, handling Q&A and hecklers, the business of speaking, and managing the media. Parliamentary procedures will be taught to prepare students for future leadership and participation in social entrepreneurship. Topics covered include motions, voting, mass meetings, bylaws, elections, order of business in a forum, minutes, committees, resolutions, and officer duties. Winter Semester will feature a mock trial to teach students about the justice system. This exciting courtroom simulation provides an opportunity for students to learn attention to detail, thinking on their feet, and the art of persuasion. Topics covered include courtroom players, preparing a case, direct and cross-examinations, objections, and admission of evidence. Debate, lobbying, and legislation will be taught as processes for students to learn to use logic and solid content in a diplomatic, moral and persuasive manner. Topics covered include debate techniques, writing bills, how a bill becomes a law, and lobbying techniques.

**Drama I** – *Teacher: Ms. Smith; Pre-requisites: N/A; Note: this class will be offered again in the 2022-2023 school year.* This beginning acting course will cover basic acting terminologies and definitions, movement techniques, voice, and script analysis with a strong emphasis on performance. This will be taught through a wide variety of drama games and activities. The students will also present multiple memorized scenes that they will present to their peers in the class for critiques.

**Drama II** – *Teacher: Ms. Smith; Pre-requisites: Drama I;* This is an advanced drama course that will explore acting techniques through voice and bodywork and many memorized scenes and monologues to be presented to the class for critique. Students will explore key thematic questions such as: How can exploring the human experience through theatre enrich my understanding of myself and the world in which I live? The course will include the usual drama games an introduction to stage makeup, and each student will also be required to present a musical selection assigned by the instructor. At the end of the semester, the class will present a performance during class time for invited teachers, classmates, and parents of selected class scenes. The only homework for this course is memorization of the assigned scenes and monologues.

**English: Creative Memoir** – *Teacher: Ms. Crossley; Pre-requisites: N/A;* This fulfills an English requirement for grades 11 and 12. Students will study and write creative memoirs by diving into their metaphorical memory and creating pieces that awaken their understanding and meaning of the seemingly menial experiences of life. Students will study the unique craft of various authors and record their findings in an analytical essay. Finally, students will refine and create two pieces for a class portfolio. The literature study will include excerpts from these authors: Mary Oliver, Joan Didion, Brenda Miller, Andre Dubus, Henry B. Eyring, and others.

**English: Creative Writing** – *Teacher: Ms. Crossley; Pre-requisites: N/A;* This fulfills an English requirement for grades 11 and 12. Students will explore the beauty and complexities that are embedded within creating vivid, descriptive creative writing by crafting their own short stories with a complete character arch. Students will also study a few selected works and excerpts of fiction writers including Gabriel Garcia Marquez, Brandon Sanderson, Charles Dickens, Hans Christen Anderson, and Agatha Christie. Students will also do a close study of one of these stories and complete an analytical essay.

**English: Introduction to Lord of the Rings** – *Teacher: Mr. Earnest; Pre-requisite: N/A;* This fulfills an English requirement for grades 9 and 10. Students will be introduced to Tolkien’s masterpiece by reading the epic novel, participating in discussions and activities, and learning literary concepts that can be utilized and applied to their current situation. Deep character analysis reenactments will also occur as students will be placed into the story to discover the hero within themselves. This idea will be heavily focused on through a final creative project that analyzes a character and compares that analysis to our place in the plan of salvation. Some literary concepts that will be taught include Christ-figures, The Hero’s Journey, Juxtaposition, Analogy, Archetype, and Dynamic Characters.

**English: Jewish Voices in Literature** – *Teacher: Mrs. Spackman; Pre-requisite: N/A;* This fulfills an English requirement for grades 9 and 10. There are not many groups of people who are more tied to tradition than the Jewish people. And their traditions are intimately tied to text. From the Bible to rabbinic commentaries to poetry to Holocaust memoirs, these writings offer insight into the soul of this "peculiar people" (Deuteronomy 14:2). This class will study Jewish perspectives on the world--especially the world after the Holocaust--through scripture, poetry, and literature.

**English: Journalism I** – *Teacher: Mrs., Hilmo; Pre-requisite: N/A;* This fulfills an English requirement for grades 9 and 10. Journalism class at American Heritage runs an online, student-centered publication found at [ahspress.com](http://ahspress.com). The Journalism Staff also supports the administration and school community by creating and managing material for the high school commons television. Our mission is to inform and inspire. In addition to running the school newspaper and commons TV, students will study broadcast, print, and photojournalism, learn AP style, and analyze/write about key journalism pieces in American history. Weekly writing, in addition to analytical essays, are core components of the curriculum. Please note this course requires time outside of class hours for interviews and gathering news.



**English: Journalism II** – *Teacher: Mrs. Hilmo; Pre-requisites: Instructor Consent; This fulfills an English requirement for grades 11 and 12.* The Journalism class at American Heritage runs an online, student-centered publication found at ahspress.com. The Journalism Staff also supports the administration and school community by creating and managing material for the high school commons television. Our mission is to inform and inspire. In addition to running the school newspaper and commons TV, students will study broadcast, print, and photojournalism, learn AP style, and analyze/write about key journalism pieces in American history. Weekly writing, in addition to analytical essays, are core components of the curriculum. Please note this course requires time outside of class hours for interviews and gathering news.

**English: Les Miserables** – *Teacher: Mr. Earnest; Pre-requisite: N/A; This fulfills an English requirement for students in Grades 9 & 10.* Students will explore Hugo's masterpiece by reading an abridged version of the classic novel, participating in discussions and activities, and learning applicable literary concepts. Both analytical and creative writing pieces will be done that will explore character depth and societal influences. The themes of redemption and transformation through Christ will overarch the entire novel experience and be thoroughly focused on through a final creative project. Some literary concepts that will be taught include Christ-figures, Motif, Symbolism, Imagery, Metaphor, Simile, and Stream of Consciousness writing

**English: Literature of Adversity and Redemption** – *Teacher: Mrs. Saunders; Pre-requisites: N/A; This fulfills an English requirement for grades 9 and 10.* In this course, students will analyze various styles of literature in which the protagonist(s) overcome trials through redemption, faith, and sacrifice. Students will also strengthen their writing skills through practice in various writing styles, research, and revision techniques. Literature selections will include *A Tale of Two Cities*, *The Pearl*, and *Fiddler on the Roof*.

**English: Short Stories and Creative Nonfiction** – *Teacher: Mrs. Bichon; Pre-requisite: N/A; This fulfills an English requirement for Grades 11 & 12.* This course will focus on helping students to understand the main characteristics that define creative nonfiction and will give them the opportunity to create their own original piece of creative nonfiction writing. In this course, students will learn skills that will help them to create a well-written piece. These skills will include learning to identify literary devices and to analyze how authors use them to create meaning; becoming familiar with reading comprehension strategies that will enable them to better understand and emulate works by published authors, and improving their ability to clearly state, and back up with evidence, their opinions of various literary works. Works that will be used in class include “The Gift of the Magi” (O. Henry), “Narrative of the Life of Frederick Douglass” (excerpts), “MacBeth” (adaptation), “Walden” (excerpts), “Seven Types of Ambiguity” (Shirley Jackson), selected poems by Robert Frost and Emily Dickinson, selected personal essays in creative nonfiction (from *In Short*), “Ain’t I a Woman?” (Sojourner Truth, excerpts), “The Joy-Luck Club” (Amy Tan, excerpts), Isaiah 53, and 1 Nephi 8 (Book of Mormon). In addition to skill development, the main focus of this course will be the personal development of students of a spiritual and intellectual nature. Students will have the opportunity to develop greater empathy and connection with others through reading what others have written on a variety of personal experiences and through expressing themselves in their own writing. Students will have daily opportunities for reading and writing, literary analysis, and class discussions. Students will also write an argumentative essay, then their original piece of creative nonfiction.

**English: Short Stories and Poetry** – *Teacher: Mrs. Hilmo; Pre-requisite: N/A; This fulfills an English requirement for Grades 9 & 10.* This course will address the question, *What is poetry?* We will study both classic and modern forms, including chiasmic poetry, sonnets, tanka and haiku, odes, shape poetry, spoken poetry, free verse, music lyrics, and more. Students will read *Brown Girl Dreaming* by Jacqueline Woodson and explore the poetic language of this beautiful novel in verse. Additionally, students will strengthen their literary analysis skills by studying various short stories. The course final will include a reflection on a poet of choice, coupled with an original piece.

**English: Science Fiction and Fantasy** – *Teacher: Mr. Dye; Pre-requisite: N/A; This fulfills an English requirement for students in Grades 9 & 10.* Students will develop their reading strategies by reading from the twin genres of science fiction and fantasy in this course. They will also develop skills to strengthen their creative writing and literary analysis. Students will read both whole-class texts and books of their choosing. Students set goals and track progress in independent reading and practice reading strategies. Whole-class

readings include short stories by science fiction giants Isaac Asimov and Ray Bradbury and two novels by world-class fantasy author Brandon Sanderson. As students learn to apply effective reading strategies, they will gain the ability to identify true-to-text themes and draw connections with their own lives and gospel principles. Their literary interpretation will culminate in a full literary analysis essay. Their personalized messages of truth will culminate in creating art projects, including a shadow box and a Chinese-style stone seal. As students study the craft of science fiction and fantasy world-building and character development through reading, they will experiment with writing scenes for their own stories in these genres and will have the option of preparing to submit their work to creative writing competitions. Students should walk away from this class with an increased enjoyment of reading and writing and the skills needed to construct their meanings through analysis and creative expression.

**English: Symbolism of Tolkien’s Middle Earth** – *Teacher: Mr. Hancock; Pre-requisites: N/A; This fulfills an English requirement for grades 11 and 12.* J.R.R. Tolkien’s *The Lord of the Rings* and the world he created is a Christian work that employs increasingly complex layers of symbolism to make the world come alive in the minds and imaginations of generations of readers. This class will study the symbolism and motifs of Middle Earth as envisioned by Tolkien. It will examine these symbols through both a Catholic and LDS lens. It will go focus on *The Lord of the Rings* but extend to other writings as well.

**English: Transformation & Integrity in Literature** – *Teacher: Mrs. Saunders; Pre-requisites: N/A; This fulfills an English requirement for grades 9 and 10.* In this course, students will follow and analyze the protagonist or hero’s physical, spiritual, and emotional journeys. Students will also strengthen their writing skills through practice in various writing styles, research, and revision techniques. Literature selections will include *Pygmalion*, *The Lion*, *the Witch*, and *the Wardrobe*, *Great Expectations*.

**English: The Lighter Side of Shakespeare** - *Teacher: Mrs. Moulton; Prerequisites: N/A; This fulfills an English requirement for grades 9 and 10.* Much ado is made of Shakespeare’s tragedies, yet humanity, its foibles and passions can be just as well—and delightfully—studied through his comedies. In this course, we will learn the elements of Elizabethan comedy and how Shakespeare used them to make social commentary and investigate inter-personal relationships. As we read *Twelfth Night*, *As You Like It*, and *Much Ado about Nothing*, we’ll meet the wise fool, be tricked by disguise and mistaken identity, struggle with characters as they discover that the world is not what they thought, roll our eyes at love triangles and quadrangles, see the impact of societal roles on the Elizabethan citizen, and learn wordplay and banter from the master: Shakespeare.

**English: The Power of Story** - *Teacher: Mr. Earnest; Pre-requisite: N/A; This fulfills an English requirement for students in Grades 9 & 10.* Students will explore the inherent power in narrative. This will be done by examining three questions: What is the story? Why does the story matter? What can the story do? Students will read and participate in discussions of exemplary literary works that encompass the story’s many facets and literary concepts. These works are C.S. Lewis’ *The Great Divorce*, William Goldman’s *The Princess Bride*, William Shakespeare’s *Hamlet*, and Viktor Frankl’s *Man’s Search for Meaning*. Other genres of the story, such as short stories, poetry, oral stories, and film, will also be included. Students will also create stories through both written and oral means that exemplify concepts learned through the course.

**English: The World of Charles Dickens - Discovering Victorian England through Story, Art, and Film.** *Teacher: Mrs. Yamada; Pre-requisite: N/A; This fulfills an English requirement for grades 9 and 10.* Discover the fascinating world of Victorian England through the eyes of Charles Dickens. After Shakespeare, Dickens is considered the most excellent and influential writer in the English Language. This course will explore Dickens’ personal and public writings and role as a social critic, with a special focus on Dickens’ most highly autobiographical and personal “favorite” novel, *David Copperfield*. In addition to analyzing Dickens’ narrative techniques, this course will examine the artistic changes in *David Copperfield*’s illustrations throughout the past 170 years, as well as various film adaptations of this amazing story.

**English: Voices of Black Americans from Enslavement to Empowerment** – *Teacher: Mrs. Spackman; Pre-requisites: N/A; This fulfills an English requirement for grades 11 and 12.* This class will explore the voices of abolitionists, freed slaves, and the giants of the Civil Rights movement as we discuss the process of America trying to live up to its Founding promises. Texts will include *Uncle Tom’s Cabin*, the writings of Sojourner

Truth and Harriet Tubman, the autobiography of Frederick Douglass, the essays and speeches of Dr. Martin Luther King, Jr. and more.

**English: Writing Lab** – *Teacher: Mrs. Saunders; Pre-requisite: N/A; This fulfills an English requirement for grades 9 and 10.* Students will receive instruction with particular emphasis on the writing process, grammar and mechanics, research and reliable sources, MLA format and citation, and self-editing/revision techniques.

**Family Science** - *Teacher: Mr. Hale; Pre-requisite: N/A; This one-term course is a graduation requirement for students graduating in the 2025-26 year and beyond.* This course should be taken in the ninth-grade year if possible. This course uses *The Family: A Proclamation to the World* as the primary text, treating the proclamation's nine paragraphs as the nine divisions of the course outline. Upon completion of this course, students will have changed in the following ways:

- Truth – Students will practice the pattern of beginning with revealed sources of knowledge, extending to scientific sources of knowledge, and discerning between competing philosophies by using revealed knowledge as a rubric.
- Models – Students will develop a greater understanding and appreciation for their parents.
- Confidence – Students will internalize the patterns and principles upon which healthy, successful marriages and families thrive, and they will thereby develop increased confidence in their abilities to eventually form such marriages and families.
- Commitment – Students will appraise marriage and family as institutions of unrivaled importance, worthy of a life-long commitment to invest adequate time and pursue proficiency.

**Financial Literacy** – *Teacher: Mr. Hendrickson; Pre-requisites: N/A. This one-term course is a graduation requirement for students.* This course should be taken in the eleventh-grade year if possible. In this course, students will learn about sound principles of financial success. Course material and content will be drawn from the counsel of the prophets and apostles, renowned financial expert Dave Ramsey, — author of *Foundations of Personal Finance*. Students will be introduced to the 5 Foundations of Personal Finance outlined in Dave's book. The primary methods of instruction will be through reading materials and classroom discussion. In addition to discussing these topics, students will demonstrate their understanding through the 4-R (research, reason, relate, and record) methodology, word studies, short quizzes, and short papers.

**Fitness for Life** – *Teacher: Mr. Smith; Pre-requisites: N/A;* In this course, students will learn about their bodies and how to unleash the incredible potential inherent in a healthy body. Students will learn how to take care of their body, maintain their health and eat properly to do the most they can with the beautiful temple for your spirit (e.g., your body) that the Lord has given you. Students will have opportunities to speak to and learn from health professionals in the field. Students will understand that health is more about how a person feels from collegiate to professional athletic levels and less about physical appearance. The students will learn how to incorporate healthy habits into their daily routines.

**Floral and Interior Design** – *Teacher: Mrs. Yamada; Pre-requisites: N/A;* This is a semester class. During Term 1 of this course, participants will be introduced to floral and landscape design fundamentals and learn about the history of different styles. They will also explore career opportunities within floral and landscape design. Participants will learn to select appropriate plant materials from their back yards to create original floral arrangements. They will visit a local plant nursery, learn plant material varieties, and explore career opportunities in landscape design. During Term 2 of this course, students will be able to gain a new perspective on their surroundings and learn to honor their individuality and agency as expressed through the creative medium of Interior Design. Students will learn to use their skills in interior design to create spaces of beauty with a focal point on the sacred. Students will learn to apply these principles to their own homes and lives. Students will learn interior design basics and how style and design can create a sense of comfort or belonging. For semester 2, Interior Design will be studied during Term 3, and Floral Design will be studied during Term 4.

**Cooking: Healthy Habits** - *Teacher: Mrs. Buer; Pre-requisites: N/A;* This course is designed for students who are interested in understanding the principles of nutrition and in maintaining a healthy lifestyle. Attention will be given to selecting and preparing food and personal health and well-being. Students will explore different styles of cooking and baking in "hands-on" daily food preparation. They will be required to compile their

recipes in a final project that will record what they have learned. Other topics covered will be food handling, foodborne illnesses, knives, measuring equipment and substitutions, and classic vegetable cuts.

**Cooking: French Cuisine** – *Teacher: Rebekah Stewart; Pre-requisites: N/A;*

**French I** – *Teacher: Ms. Smith; Pre-requisites: N/A;* In this course, students will learn religious French (including how to pray and read scriptures in French); French history, literature, culture, and geography. Students will also learn greetings and introductions, alphabet, numbers, colors, weather and seasons, time/schedules, vocabulary about family, physical/character traits, hobbies, and interests, ordering food, booking a hotel, shopping for clothes, buying tickets, and directions and places in the city. They will also learn present tense verbs. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**French II** - *Teacher: Ms. Smith; Pre-requisites: French I.* In this course, students learn about French culture and the basic principles of speaking, reading, and writing French through in-class grammatical, verbal, written, and vocabulary practice. Students learn to pray in French and sing French hymns daily. Students will review vocabulary terms they learned in French I and describe activities they enjoy or do not enjoy, hobbies and interests, careers, physical and personality characteristics, school vocabulary, and family vocabulary. They will also learn near future tense, past tense and reflexive verbs. Students also participate in fun cultural events such as crêpe making, a Boules tournament, celebrating Toussaint and Noel, and trying new French pastries. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**French III-** *Teacher: Ms. Smith; Pre-requisites: French II;* Students will continue to expand their vocabulary in French, including learning how to discuss opinions, responding to questions in complete sentences, and creating a narrative of their own experiences. They will further develop their ability to conjugate verbs in the present, past, and future and learn frequently used irregular verbs. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students

to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis.

Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting.

In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**French IV- Teacher: Ms. Smith; Pre-requisites: French III;** Students will build on their knowledge of the French language and culture established in their previous three years of French. They will enjoy exploring in-depth communication and participating in cultural events. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**Girls Patriot Academy – Teacher: Coach Winitana;** This course is required for all members of the Varsity Basketball Team. Our Patriot Basketball Academy is designed to prepare our players for the second coming of our Savior. Our Academy is the next step up from our Basketball fundamentals Class and is a great tool for players who aspire to play High School Varsity one day. To achieve this, we focus on four main areas, heart, might, mind and strength (D&C 4:1-3). This is our basketball program scripture we have chosen to guide us in our teaching. Heart: We share examples and experiences from the scriptures so our players can draw faith and confidence. Might: We focus on improving their body, skill, hand-eye coordination, and strength and conditioning. Mind: We teach team systems and strategies, work on whiteboard and X's and O's so our players understand concepts and grow mentally. Strength: We teach and build team chemistry, the importance of working together, and the power that comes from unity.

**History of American Government and Economics (Eleventh or Twelfth Grade) – Teacher: Mr. Brewer;** *Pre-requisites: N/A;* – **Note: this class will be offered again in a future school year.** In this course, students will study eight units. These are as follows: Foundations, the Declaration of Independence and American Ideals; the Constitution and the Structure of Government; Interaction of the Branches of Government and the Creation of Public Policy; Civil Rights and Civil Liberties; Media and Public Policy; Principles of Macro-Economics; Money Banking and Monetary Policy; Product Markets and Government Regulation.

**History of Ancient Technologies – Teacher: Mr. Hancock; Pre-requisites: N/A;** This fulfills a history requirement for grades 9 and 10. Our world has been shaped by technologies developed by people in ancient times that have continued into our modern world. This class will explore five of these ancient technologies and

the impact that they have had on various world cultures, world history, and our environment. The technologies covered will include textiles, ceramics, writing materials (parchment and paper), metallurgy, and simple machines. This will be both a hands-on and experiential experience.

**History of Communism** – *Teacher: Mr. Dye; Pre-requisite: N/A; This fulfills a history requirement for grades 9 and 10.* This course examines Karl Marx's theory of communism and how that theory was put into practice historically in Russia and China. Students will compare and contrast Marx's theory of communism with other political and religious systems intended to care for people across the socio-economic spectrum. Students will participate in a service-learning experience to practice principles of helping others build self-reliance. Next, they will use Orwell's *Animal Farm* as an analogy for understanding the Russian revolutions and particularly the rule of Stalin. This will be followed by a Cold War unit that includes a guest speaker from the Vietnam War, a class Cold War Museum with exhibits created by students, class movie nights with Cold War-related feature films, and a reenactment of the 1980 Olympic US-Soviet hockey game. In studying communism in China, students will read the memoir of a youth living under the rule of Mao during the Cultural Revolution. They will also explore the economic evolution of Chinese communism under Deng Xiaoping, which contributed significantly to China's global economic advancement. Finally, students will consider the differences between Western individualism and Chinese collectivism in light of human rights issues in China today. Students will come away from the class with historical empathy and perspective to understand current US-China-Russia international politics and to evaluate claims about socialism in U.S. policies.

**History of the Civil War** – *Teacher: Mr. Hymas; Pre-requisite: N/A; This fulfills a history requirement for Grades 11 & 12.* This course offers students an opportunity to deep dive into the various causes, complexities, and effects of one of the most influential wars in American history. The course challenges students to think outside their comfort zones by analyzing the complex nature of Abraham Lincoln and his position on slavery, secession, the Constitution, the Emancipation Proclamation, racism, etc. By analyzing primary and secondary sources, students will develop historical reasoning skills and empathy for those who lived in and influenced this time. The course also employs the study of two pieces of literature, *Uncle Tom's Cabin* and, *The Killer Angels*, to acquaint students at a more intimate level with the historical context of slavery and the motivations and thoughts of those fighting in the Civil War, respectively.

**History of the Crusades** – *Teacher: Mr. Hancock; Pre-requisite: N/A; This fulfills a history requirement for Grades 9 & 10.* This course will focus on the Crusading period of the Middle Ages. It will focus on the religious and political milieu before the Crusades. In particular, the course will explore in-depth the development of Christianity from the time of Christ to the time of Pope Urban II. The course will also examine the development of Islam and the development of the Islamic Empire before the First Crusades. The course will explore the battles of the Crusades and the impacts that the Crusades have had on the world since the end of the Crusades.

**History of Discovery and Innovation** – *Teacher: Mr. Back; Pre-requisite: N/A; This fulfills a history requirement for Grades 9 & 10.* Students will identify the factors, individuals, and cultural pressures that lead to human knowledge and innovation development in this course. Students will study technological and intellectual developments from Aristotle to Newton to Einstein.

**History of The Church of Jesus Christ of Latter-day Saints (1844-1893)** – *Teacher: Mr. Crossley; Pre-requisites: N/A; This fulfills a history requirement for grades 9 and 10.* The History of the Church of Jesus Christ of Latter-day Saints course will help students build upon the early Saints' legacy of faith, courage, and perseverance and instill in students' hearts a determination to fulfill their part in the continuing restoration of the church. This course will begin with the Saints' trek into Utah and conclude with the dedication of the Salt Lake Temple in 1893. This course will review women's suffrage, the Utah War, the end of polygamy, stories of early black members, and the church's expansion into Europe, the Pacific, South Africa, and Mexico.

**History of the story of America Through Women's Voices** – *Teacher: Mrs. Tesch; Pre-requisites: N/A; This fulfills a history requirement for grades 11 and 12.* Travel through US History to rhythm and lyrics used to inspire, inform and unite. Explore the battle cry of war songs, spirituals filled with hope and faith, expressions of loyalty to country and loved ones, and political and cultural messages that shaped our history. Get ready to expand your playlist!

**History of the United States (yearlong)** – *Teacher: Mr. Hymas; Pre-requisites: N/A; This fulfills a history requirement for grades 9 and 10.* This year-long high school level U.S. history course will cover American history in a broad scope from pre-colonial times to the modern-day. With a special focus on events, eras, and individuals that are sometimes overlooked in history, the course will offer students a chance to fill in their understanding of and appreciation for the United States and those who helped to build it.

**History of World Religions** – *Teacher: Mr. Dye; Pre-requisite: N/A; This fulfills a history requirement for Grades 9 & 10.* This course introduces students to major religious traditions of the world and examines the interactions of each religious tradition with events from world history. Each religion's origins, beliefs, and practices will be introduced in this course. Students will participate in field trips to visit places of worship and interact with guest speakers. The class will consider case studies from the history of imperialism in which we witness complex geo-cultural and political interactions involving religious considerations. First, students will learn about the religious assumptions and impacts of British colonization on Hindu India and the role religion played in Gandhi's movement for independence. Second, students will learn about the role of the three teachings (Buddhism, Confucianism, and Taoism) in the Chinese Empire, including a particular focus on Tibet as a disputed Chinese territory. Third, the course will consider the roles religions played in the lead-up to World War II: how Shinto was used to centralize power in Japan and how Judaism became the scapegoat of Europe. Next, students will examine how Christian missionaries sought to spread their faith alongside colonizers in Latin America, Africa, and Asia. Finally, the class will consider how the division and radicalization of Islam have complicated the plight of refugees from the Middle East. This course includes a service-learning experience that will connect students with Muslim refugees. Students will come away from this course with an understanding of the role that religions have played in global interactions. They will find themselves better prepared to be humble ambassadors to their brothers and sisters of various faiths worldwide.

**History of Advanced Study of World Religions** – *Teacher: Mr. Dye; Pre-requisite: N/A; This fulfills a history requirement for Grades 11 & 12.*

**History of the World Wars (yearlong)** – *Teacher: Mr. Back; Pre-requisites: N/A; This fulfills a History requirement for Grades 9 & 10.* In this course, students will learn about World War I and World War II. Students will study the causes and effects of both wars, military strategies, key historical figures from these periods, and lessons we can learn from these tragedies that can be applied today.

**International Student Support** – *Teacher: Mrs. Brinkerhoff; Pre-requisites: N/A;* This class consists of individual tutoring for students struggling with acquiring English as a second language. Students will be given additional support in English, writing, reading, and literature.

**Introduction to Computer Science** – *Teacher: TBD; Pre-requisites: N/A;* This Course is designed to teach students the basic logical constructs of computer programming, including loops, if/else statements, arrays, basic algorithms, functions, parameters, and objects. Students will then bring each concept together, creating web pages and creating personal projects, including web pages, animations, and games. The course is taught using JavaScript, HTML, and CSS.

**Introduction to Statistics** – *Teacher: Mr. Wood; Pre-requisite: Algebra 2;* Students in this course will be introduced to the fundamental methods of data collection and analysis and how to use these methods to conclude real-world applications properly. The content in this course includes exploratory data analysis, study planning, probability models, and statistical inference. Students in this course will not cover as much material as the A.P. course or take the A.P. exam. It will serve students interested in Statistics at a fundamental level.

**Life-long Wellness** – *Teacher: Coach Smith; This one-term course is a graduation requirement for students graduating in the 2024-25 year and beyond.* It should be taken in the eleventh-grade year if possible. This is a one-term course required for all students in eleventh grade. In this course, students will learn the insulin-leptin-ghrelin cycle that impacts weight and metabolism. They will learn how to be aware of nutrition and eat balanced meals. Students will also learn the fundamental movements the body needs to stay healthy. Finally, students will learn the five aspects of physical training that optimize health. These are foam rolling, stretching, dynamic warm-up, strength training, and conditioning.

**Medical Anatomy and Physiology** – **Note: this class will be offered again in the 2022-2023 school year.**

*Teacher: Dr. Anderson; Pre-requisite: Biology;* In this half-credit class, scholars will effectively communicate essential human anatomy and physiology concepts and principles with correct terminology. Scholars will learn through independent and group study in addition to traditional instruction. A focus on student-directed learning through independent research will take the place of any assigned homework. We will still cover all essential concepts in class. The only homework will be student-directed as they increase their knowledge on a topic of self-interest and record their discoveries. We will become "generalists" in the classroom and encourage students to become specialists in very specific areas of interest to themselves.

**Photography** – *Teacher: Ted York; Pre-requisites: N/A;* **Photography** – *Teacher: Ted York;* Students are required to have a digital camera that allows them to set shutter speed, aperture, and ISO manually. The camera must be able to record images in a RAW format. The student must have a clean SD or Compact Flash memory card (Depending on the camera.) and a USB/thumb drive. The student will experience photography in a new way. They will be inspired to go beyond the snapshot, seeing photography as an art form. Students will be shown principles of light quality, composition, posing, and more. Students will be taught to observe and to see photographs anywhere. Camera use, postproduction, and business basics will be part of the course. Teaching will be hands-on along with thought-provoking questions to inspire imaginative thinking.

**Photojournalism and Print Design** – *Teacher: Meagan Christensen; Pre-requisites: N/A;* In this class, students will learn more about photography and photoshop, discover the complexities of graphic design and video production, work on creating the yearbook, enjoy the creative opportunities in website design and explore the power of social media as an advertising medium.

**Physical Education** – *Teacher: Mr. Smith; Pre-requisites: N/A;* This course provides students with an opportunity to develop their strength and condition for various sports and fitness-related activities. Conditioning activities are incorporated to enhance strength, endurance, balance, agility, and speed. We will enjoy playing many sports and gain a lifelong love of athletics.

**Physics** – *Teacher: Mr. DeBirk; Pre-requisites: Algebra 1 minimum, Algebra 2 recommended;* This course is designed for students curious about the physical world. Emphasis is placed on kinematics, dynamics, momentum and energy conservation, astrophysics, waves, electromagnetism, radiation, and the mathematics used to describe them. Students develop laboratory skills using the scientific method and an awareness of the impact of physics on the student's world

**Pre-Calculus A/B** – *Teacher: Miss Heiner, Mrs. Larsen, Mr. Meade, Mr. Smith, or Mr. Wood; Pre-requisites: Algebra 2;* In Advanced Mathematics, topics from algebra, geometry, trigonometry, discrete mathematics, and mathematical analysis are interwoven to form a fully integrated text. Specific topics covered in this text include permutations and combinations, trigonometric identities, inverse trigonometric functions, conic sections, graphs of sinusoids, rectangular and polar representations of complex numbers, De Moiré's theorem, matrices and determinants, the binomial theorem, and the rational roots theorem. Additionally, a rigorous treatment of Euclidean geometry is presented. Word problems are developed through the problem sets and become progressively more elaborate and complex. By the end of the text, students will solve competition-level problems with ease. The graphing calculator is studied and used to graph functions and perform data analysis. Also, conceptually oriented problems that prepare students for college entrance exams (such as the ACT and SAT) are included in the problem sets.

**Pre-Calculus A** – *Teacher: Miss Heiner, Mrs. Larsen, Mr. Meade, Mr. Smith, or Mr. Wood; Pre-requisites: Algebra 2;* This course teaches the first half of the Pre-Calculus A/B content so that it can be divided over two years.

**Pre-Calculus B** – *Teacher: Miss Heiner, Mrs. Larsen, Mr. Meade, Mr. Smith, or Mr. Wood; Pre-requisites: Pre-Calculus A;* This course teaches the second half of the Pre-Calculus A/B content so that it can be divided over two years.

**Principles of Leadership** – *Teacher: Mr. Beckwith; Pre-requisites: N/A;* This one-term course is a graduation requirement for students. It should be taken in the tenth-grade year if possible. The central theme of the course



is "Inside-Out Leadership," as it relates to the power of living and leading from the inside (internally and privately) to the outside (externally and publicly). The primary text is *The 7 Habits of Highly Effective People*, by Stephen R. Covey. Units of study also include advocacy, negotiation, and avoiding and overcoming addictive behaviors. Various biographies of male and female leaders from different disciplines will be introduced and studied during the course. In addition, students participate in simulations, service, and field learning activities to apply leadership principles and learn from mentor leaders in the community.

**Senior Thesis** – *Teachers: Mr. Hancock or Mrs. Hilmo; Pre-requisites: N/A*; Senior Thesis class is intended to introduce the seniors to the process and techniques involved in academic research and writing. This course will also help and assist in completing the Senior Thesis, which is a graduation requirement and considered a capstone project for seniors at American Heritage School. Consequently, each student will be required to research and write a 20-page thesis on an argumentative topic selected by the student. Topics will need to be approved by the instructor. Research for the Thesis must be in academic sources and largely depend on peer-reviewed articles and materials. Each student will present and defend their thesis before a panel of judges. Students will also write, edit, and submit an essay for publication by the school regarding their experience at American Heritage. Students will also perform other assignments and write other projects throughout the course. Students will demonstrate their mastery of the curriculum through the following tasks: Students will learn about the research process and methods that good researchers use. Students will good research habits by completing logs, research notes, and recording their research efforts. Students will demonstrate their ability to write about an academic topic using academic sources in an academic voice. Students will be able to identify and explain essential methods of electronic research using databases and advanced search techniques. Students will relate their research topics to current events and modern trends. Students will demonstrate mastery of English and their ability to write, edit, and communicate their ideas using evidence and elevated language. Students will study *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian.

**Space Simulator Staff** – *Teacher: Mr. DeBirk; Pre-requisite: application required*; Students become the staff of the Discovery Space Center at American Heritage. Students support simulator missions for Grades 5-8 science curriculum and create future content. They learn concepts of astrophysics and story creation. Needed are people skilled in improvisational acting, media arts, video graphics, computer and programming skills

**Spanish I** – *Teacher: Mrs. LaPray; Pre-requisites: N/A*; In this course, students will be able to recognize, speak, read and write basic Spanish vocabulary words such as alphabet & pronunciation, days, months, numbers, greetings, classroom expressions, basic Spanish geography, basic weather, seasons and other standard vocabularies. Interrogatives will be introduced as well as indefinite articles and colors. The student will be introduced to gustar concepts, action verbs, telling time, simple emotions, and singular and plural verb conjugation. Students will also cover body parts, prepositions, adjectives, ser & estar concepts, and finish the year with clothing vocabulary. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**Spanish II** – *Teacher: Mrs. LaPray; Pre-requisites: Spanish I*; In this course, students will review and expand their ability to greet peers and hold basic conversations with peers and elders in Spanish. They will be able to talk about their daily routine, increase their proficiency using present tense verbs, and expand their linguistic

ability by including past tense verbs into their working vocabulary. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**Spanish III – Teacher: Mrs. LaPray; Pre-requisites: Spanish II;** In this course, students learn in-depth about Spanish culture and the most advanced principles of speaking, reading, and writing Spanish through in-class grammatical, verbal, written, and vocabulary practice that is offered in high school. **Please note:** The approach to teaching World Languages at American Heritage School is based upon three primary goals. First, we desire to expose students to a diverse variety of cultures, ethnic traditions, and societies throughout the world. As is taught in the first of our Seven Principles of Liberty, we want students to learn to see that “all people are children of our Heavenly Father. Each child of God and all of God’s creations have a unique, divine purpose.” Second, we desire to expose students to different languages because of the long-term cognitive benefits of linguistic awareness and linguistic analysis. Third, we desire to expose students to different languages because it removes the fear of learning new languages and helps children believe that new language acquisition is not only possible, but also fun and exciting. In three words, these goals are tied to the “culture, cognition, and confidence” benefits that world language instruction provides. We also recognize that proficiency or even fluency are additional goals that some families have for their children. We have made thoughtful and measured allocations of school resources, class time, and student homework time to accomplish the three goals outlined above. We want to be clear that *we do not expect our students to become proficient or fluent in a second language based purely upon these allocations of time and resources*; however, where students and families would like to pursue language acquisition more than what is offered in our curricular courses, we encourage them to take advantage of extra-curricular world language opportunities and resources available at AHS and elsewhere.

**Sports Medicine – Teacher: Dr. Anderson; Pre-requisites: Biology; Note: this class will be offered again in the 2023-2024 school year.** This full-year course is designed to teach students components of exercise science/sports medicine; including exploration of therapeutic careers, medical terminology, anatomy and physiology, first aid, injury prevention principles, the healing process, rehabilitation techniques, therapeutic modalities, sports nutrition, sport psychology, and performance enhancement philosophies. Students will learn basic joint stabilization taping techniques and assist school trainers at home sporting and dance events. This course, combined with some outside study, will prepare students to complete a skill certificate exam. This exam will be proctored by Dr. Anderson and developed by Precision Exams, a Lehi-based company that provides all skill certification exams for Utah CTE programs. Biology is required, and Medical Anatomy is recommended before enrollment, with preference given to 11th and 12th-grade students when space is limited. Text for the course will be *Introduction to Sports Medicine and Athletic Training*.

**Student Council – Teachers: Mrs. Hilmo and Mr. Haymond; Pre-requisites: Elected or appointed to a Student Government position;** Students will learn to apply leadership principles amongst their peers as an elected student body and class-specific officers. Students will plan and execute school-wide activities as an independent and autonomous group - including control and budget accountability. Students will learn how to communicate effectively, work efficiently, and coordinate efforts to create the activities and events that their classmates will enjoy with them.

**Study Hall** – *Teacher: TBD; Pre-requisites: N/A;* Students have an opportunity to complete school-related work in a supervised setting.

**Teacher's Aide** – *Teacher: Various; Pre-requisite: admin approval;* In this course, students will be assigned to work individually with an elementary school teacher. Students will have opportunities to learn teaching strategies and skills, assist in tutoring students, and participate in classroom events.

**Technical Theatre Beginning** – *Teacher: Mr. Clark; Pre-requisites: N/A;* This year-long course offers students a combination lab, and instructional class patterned after real-world theater, concert, and event support staff. Students learn basic sound reinforcement, recording techniques, video broadcasting, stage lighting, scenery construction, and commercial music applications through class instruction and actual school events. This class requires a solid commitment to serving during after-school hours to produce events. Black clothing is required on workdays and shows.

**Technical Theatre Advanced** – *Teacher: Mr. Clark; Pre-requisites: Technical Theatre Beginning;* This year-long course offers students in-depth training in real-world theater, concert, and event support staff. Students will build on their basic skills to develop advanced sound reinforcement, recording techniques, video broadcasting, stage lighting, scenery construction, and commercial music applications through class instruction and actual school events. This class requires a solid commitment to serving during after-school hours to produce events. Black clothing is required on workdays and shows.

**The Science of Happiness** – *Teacher: Mrs. Acuña;* This one-term course is a graduation requirement for students graduating in the 2024-25 year and beyond. It should be taken in the ninth-grade year if possible. In this course, students will learn strategies for increasing their emotional intelligence, the value of emotional intelligence, how to have healthy relationships, a Growth Mindset, the Influence Pyramid (Arbinger), handling conflict and difficult conversations, understanding their own personality and the power of our thoughts to impact our emotions.

**Theatre Arts: Dramatic Improvisation** – *Teacher: Mr. Earnest; Pre-requisites: N/A;* In this course, students will gain an appreciation of theatrical performance known as improv. The experience will support students' abilities to listen, react, and create in positive ways that influence theatrical performance, life relationships, and the cultivation of proper humor. This will be done through detailed instruction on improv and participation in "theater games" geared towards supporting improvisation skills.

**Vertical Jump Training** – *Teacher: Mr. Smith; Pre-requisites: N/A;* Students will learn the mechanics, principles, and processes to increase their vertical jump. Students will get the opportunity to put these principles into practice and train their bodies to accomplish specific adaptations to the demands of the course to reach desired results. They will learn that the body has a remarkable capacity to adapt to whatever demands you place upon it and that hard work and discipline far outweigh "natural talent" to reach their goal.

**Science Tracks offered at AHS:**

General Science:

1. Biology
2. Physics
3. Electives

Life Science:

1. Chemistry
2. Biology
3. Electives

Physical Science:

1. Physics
2. Chemistry
3. Electives