

Grade 9–12 Course Descriptions

2023–24

A Cappella Choir – *Teacher: Mr. Swenson; Pre-requisite: successful audition; interested 10th-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 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 makeup tests or assignments. Students will work with the Advisory teacher to help them achieve success.

Algebra 1 – *Teacher: TBD; Pre-requisites: Algebra ½.* Algebra 1 is the first of three core math courses in high school learning sequence. Students learn about functions to facilitate their understanding of linear, exponential, and quadratic relationships. Students also begin learning about data collection and both 1 and 2 variable statistics.

Algebra 2 – *Teacher: TBD;* Algebra 2 (PC) is the third of three core math courses in the high school learning sequence. Students' sense of number expands to include complex numbers and their learning about functions increases by learning of trigonometric, logarithmic, and other transcendental functions.

Algebra 2B – *Teacher: Mr. Smith; Pre-requisites: Algebra 1;* **Pre-requisites: Algebra 2A** Algebra 2B is offered exclusively for students that successfully completed Algebra 2A during the 2022-2023 school year. Students conclude their Algebra 2 learning experience that began in the previous school year.

American Sign Language (ASL) 1 – *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) 2 – *Teacher: Mrs. Atchison; Pre-requisites: ASL 1;* 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) 3 – *Teacher: Mrs. Atchison; Pre-requisites: ASL 2;* 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.

A.P. Biology – *Teacher: TBD; Pre-requisites: Biology.* 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: TBD; Pre-requisites: Pre-Calculus.* AP Calculus AB is an introductory college-level calculus 1 course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, accumulation, and the analysis of functions.

AP Calculus BC – *Teacher: TBD; Pre-requisites: Precalculus;* AP Calculus BC is an introductory college-level calculus 1 and calculus 2 course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, accumulation, the analysis of functions. Additionally, students represent and evaluate quantities using polar coordinates and determine values and sums of infinitely many quantities.

A.P. Chemistry – *Teacher: Mr. Winegar; Pre-requisites: Algebra 2, Chemistry, Biology;* 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: Mr. Crockett; Pre-requisites: Algebra I;* AP Computer Science Principles is designed to take students on a journey of exploration and discovery in a wide range of computer science topics, enabling them to develop critical thinking skills that will lead to success in any field. Students will dive headfirst into the world of computational thinking, learning how to use multiple programming languages to analyze and interpret data, visualize and draw conclusions from trends, and even create computational artifacts based on personal interests. Students will also work to improve communication and collaboration skills as they work together with classmates to solve problems and discuss the potential impact of their solutions on their community, society, and the world.

A.P. English Language and Composition – *Teacher: Ms. Crossley; Pre-requisites: N/A; This fulfills an English requirement for Grades 11 & 12.* This is an introductory college course and focuses on developing a student's understanding of and ability to effectively use rhetoric. Students will read and study news articles and several non-fiction essays. In order to better understand rhetoric in action, students will closely analyze speeches and finally write and present their own speeches to the class. Students will become apt at recognizing logical fallacies and deciphering between truth and error in argument. The literature will include *The Crucible* and various other essays and speeches.

A.P. English Literature and Composition – *Teacher: Ms. Crossley; Pre-requisite: N/A; This fulfills an English requirement for Grades 11 & 12.* This course is an introductory college-level course and is highly focused on reading, analyzing, and writing about and in the style of various pieces of literature. As students delve into chosen pieces of literature, they will be expected to study literary criticism, the author's life, and do comparative textual analysis with other literature pieces. Students will be studying various pieces of poetry, narrative essays, and novels.

A.P. Human Geography – *Teacher: Mrs. Salvesen; Pre-requisite: N/A; This fulfills a history requirement for Grades 9-12.* AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics

like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

A.P. Music Theory – *Teacher: Mr. Brown; Pre-requisites: Teacher Approval; This course will be offered in a future 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);* 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: TBD; Pre-requisites: Algebra 2;* AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

AP U.S. Government – *Teacher: Mr. Brewer; Pre-requisites: N/A; This fulfills a history requirement for grades 11 and 12.* 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 Careers – *Teacher: Mr. Heywood; Pre-requisites: Teacher Approval; Offered only to Juniors & Seniors.* This course aids students in preparing to further their art education after graduation and a career in Visual Arts. Students learn about different opportunities in the art field, career paths, and connects them with University Art Programs and/or Art Academies. In this course students also prepare an Art Portfolio geared towards one of

these programs or a field in art, with large portions of the week dedicated to working on ‘Student Choice’ art projects. Instruction will also be given on how to choose appropriate Art Exhibitions and how to participate in them. The most important focus of this course will be an ongoing discussion on the sacred function of art in God’s Plan of Salvation for us, and the role art fills in our lives.

Art Techniques & Materials – *Teacher: Mr. Heywood; Pre-requisites: N/A.* Whether or not you consider yourself an artist—if you enjoy making art, being creative, using a variety of art materials, and are interested in learning about artists past and present—this course is a perfect choice. Projects are focused on a specific medium or technique (i.e. graphite, printmaking, clay, pen & ink, impressionism, etc.). Each project begins with instruction on how a material can be used and a presentation on artists—past and present—who worked with that material or technique.

Astronomy and Astrophysics – *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.

Athletic Conditioning (Beginning) – *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.

Athletic Conditioning (Advanced) – *Teacher: Mr. Smith; Pre-requisites: Beginning Athletic Conditioning;* Students should not take this course unless they have completed the Beginning Athletic Conditioning course. In this course, students will build on the health techniques and strategies they have learned in Beginning Athletic Conditioning.

Ballroom (Intermediate) – *Teacher: Mrs. Bond; Pre-requisites: Beginning Ballroom or Teacher Approval;* This course gives students a more in-depth technical and intellectual experience in American style dance, introduces International Style dance, and provides exposure to contemporary, and 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 bodies and minds 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.

Band – *Teacher: Nelsen Campbell; Pre-requisites: N/A;* High School band is a course that will challenge students’ abilities but will also be enjoyable and a great way to let go of the stress that school brings. We will rehearse as a band, by playing scales and songs for our ensemble. We will meet regularly and will also give multiple concerts throughout the school year. There will be some assignments outside of class, but they are simply to listen to other music and to keep track of your practice. There are some prerequisites to join the class: Students must pick an instrument - acquire their own instruments (I recommend through Summerhays Music) and begin taking lessons for the duration of the summer from a professional that plays your instrument. This is

very important as it will give us the instruction needed to get right into the music for the coming school year. Students may pick from the following instruments: Flute, Oboe, Clarinet, Bassoon, Alto Saxophone, Tenor Saxophone, French Horn, Trumpet, Trombone, Euphonium, Tuba, and Percussion (Glockenspiel). The first step is to enroll and choose an instrument. After that, Mr. Campbell will make sure all those who will be in the band next year will have all the information they need to move forward.

Biology - *Teacher: Dr. Ryan Anderson; Pre-requisites: N/A;* This subject is designed to provide a general background for the understanding of the science of Biology. This course develops an appreciation of the beauty of all God's creations from their simplest composition at the molecular level to the complexity of our human body. It discusses Genetics, Cytology, Photosynthesis, Cellular Respiration, Populations, and Ecology. A combination of in-class and virtual experiences will support student application of knowledge to real-world problems and situations. *Text: Miller and Levine Biology 2019*

Varsity 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 and work on whiteboards 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: Mr. Winegar; Pre-requisites: Algebra 1;* 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.

Chinese 1 – *Teacher: TBD, Pre-requisites N/A;* Unlock the door to a fascinating new world of language and culture in Chinese 1! Students will learn the foundations of Mandarin Chinese and explore the rich history and traditions of one of the world's oldest and most influential civilizations while striving to understand the special place of the Chinese people in God's plan. Students will develop the essential skills of listening, speaking, reading, and writing Chinese characters while also studying the customs and practices that make Chinese culture so unique, from calligraphy and painting to martial arts and cuisine.

Chinese 2 – *Teacher: TBD, Pre-requisites Chinese 1;* In this course, students will build on the skills learned in Chinese 1 to further their ability in Mandarin Chinese and continue gaining a deeper understanding of the traditions and unique cultural practices of the Chinese people. Students will have more opportunities to speak and present in the Chinese language individually and with their peers.

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 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 civility that must exist to permit sustainable societies. The scientific approach to understanding civility will be capped by frequent references to Jesus Christ's teachings on how God's children are to treat one another.

Cooking: Healthy Habits and Lifelong Sports- *Teachers: Mrs. Buer and Mr. Buer; Pre-requisites: N/A;*
Please note: This is offered as a single class. It will be cooking two days each week and sports two days each week. **Healthy Habits** - 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. **Lifelong Sports** - This course will introduce students to several readily accessible sports they can play throughout their lives. Examples of sports taught in this course are pickleball, badminton, and volleyball. These are sports that can be enjoyed at nearly any age and stage of physical health. Students will learn the rules and fundamental skills required to enjoy each sport, with plenty of playing time to get that crucial hands-on experience. Students will also learn about the physical, social, mental, and emotional benefits of physical activity so that they can increase their desire and ability to make sports a regular part of their healthy lifestyle.

Cooking: French Cuisine – *Teacher: Rebekah Stewart; Pre-requisites: N/A;* This course is designed to introduce students to French Cuisine. In this class, students will learn the foundational skills and techniques used in French cooking. Students will learn many French recipes and learn to plate and display food. Students will be exposed to many French culinary terms and methods.

Creativity Lab – *Teachers: Mr. Hoffer, Mr. Pew; Pre-requisite: Physics, Chemistry, 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. Students who take this class must have completed science prerequisites. Students who take this class should be a self-starter. Note: This class does not count as a science credit. Instead, it serves as an elective credit. **Please note that we require a \$200 fee per semester to participate in Creativity Lab. This covers the cost of individual project materials and wear and tear on existing equipment needed to complete projects.**

Dating and Relationships (Grades 11, 12)—*Teacher: ShaRee Hymas; Prerequisite: N/A.* This one-term course is a graduation requirement for students. This course should be taken in the eleventh-grade year if possible. The dating and relationship course is designed to help students develop a strong sense of self that will in turn strengthen all of their relationships. It will also help them experience the joy and purposes of dating. We will address topics such as how to set appropriate boundaries, how to communicate clearly and effectively, and how to bring your best self to the table in all situations and in all relationships. Students will be exposed to interactive, fun dating ideas and guidelines. The overall objective of the course is to help young people develop the mindset and skills to produce healthy relationships now and in the future.

Digital Design 1 – *Teacher: TBD, Pre-requisite: N/A;* In this one-semester course, students will learn how to develop real-world skills in design and marketing. Students will use technology to express themselves and learn to express the brand identity of clients. Students will create a portfolio of personal and client logos, style guides, online advertisements, print advertisements, and websites using intuitive, easy-to-use web applications.

Digital Design 2 – *Teacher: TBD, Pre-requisite: Digital Design 1*; Students will continue developing similar projects to those designed in Digital Literacy 1 while learning to use more advanced applications in the Adobe Creative Suite. Students will also have the opportunity to create projects for clients in the community.

Digital Discipleship - *Teacher: Mr. Crockett; Pre-requisite: N/A*; This one-term course is a graduation requirement for students graduating in the 2024-25 year and beyond. Speaking of technology, Elder David A. Bednar said, “the time has come for us as disciples of Christ to use these inspired tools appropriately and more effectively to testify of God the Eternal Father, His plan of happiness for His children, and His Son, Jesus Christ, as the Savior of the world; to proclaim the reality of the Restoration of the gospel in the latter days; and to accomplish the Lord’s work.” In this course, students will prepare to use technology to fulfill this invitation while learning how to avoid the pitfalls of modern technology use. Students will be encouraged not to fear technology, but to learn practical skills and be proactive in utilizing the guidance of the Spirit and the Atonement of Jesus Christ to appropriately use these tools for good throughout their life.

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 1 – *Teacher: Mrs. Cummins; Prerequisites: N/A*; (grades 9-12, offered fall & spring if interest is high enough): In this fun introduction to drama, students will make and strengthen friendships and increase confidence as they learn basic acting skills. Students will use their voices and bodies to create and convey a variety of original characters as they perform pantomimes, radio dramas, scenes, and monologues in class.

Drama 2 – *Teacher: Mrs. Cummins; Pre-requisites: Drama I*; In this performance-based class for experienced actors who want to take their acting to the next level, we will discover and build upon students’ individual strengths. In the fall, students will participate in the Shakespeare Competition in Cedar City and an Evening of Scenes and Monologues for family and friends. In the spring, they will perform a mini-musical. With an emphasis on unity, commitment, and honest communication, students will develop the skills needed to touch the audience’s hearts and minds. To maximize our time and set a high standard for our performances, students will be expected to memorize and rehearse individually outside of class.

Earth Science - *Teacher: Mr. Winegar; Prerequisites: N/A*. Students will investigate processes and mechanisms that have resulted in the formation of the Earth and our solar system. Students will learn about the various systems and processes on Earth that contribute to its interior structure, atmosphere, and plate tectonics. Students will explore various natural disasters, their causes, and possible mitigations. They will also use certain applications of geology to explore radioactive dating, mining, and oil operations.

English: Creative Writing – *Teacher: Ms. Crossley; Pre-requisites: N/A*; This fulfills an English requirement for grades 11 and 12 and is taught every other year. Students will explore the beauty and complexities that are embedded within creating vivid, descriptive creative writing by crafting their own short stories. Students will learn and incorporate creative writing techniques such as sensory detail, dialogue, characterization, plot structure, and theme. Students will also study a few selected works and excerpts from fiction writers including Gabriel Garcia Marquez, Brandon Sanderson, and Ray Bradbury along with creative non-fiction writers such as

Mary Oliver. Along with creating their own pieces, students will also do a close study of a mentor text and complete a literary analysis paper.

English: Creative Memoir– *Teacher: Ms. Crossley; Pre-requisites: N/A; This fulfills an English requirement for grades 11 and 12 and is taught every other year.* Students will study and write creative memoirs, flash non-fiction, and narrative essays by diving into their metaphorical memory and creating pieces that awaken their understanding and meaning of the seemingly menial experiences of life. Finding and adequately recording theme through sensory description is central to this course. Students will study the unique craft of various authors and record their findings in an analytical essay. The literature study will include excerpts from these authors: Mary Oliver, Joan Didion, Brenda Miller, Andre Dubus, Henry B. Eyring, and others.

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 the 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 1 – *Teacher: Mrs. Bichon; 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. 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 2 – *Teacher: Mrs. Bichon; 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 and Film Comparative Analysis – *Teacher: Ms. Crossley; Pre-requisites: N/A; This fulfills an English requirement for Grades 11 & 12.* Students will analyze literature and their corresponding films for setting, character development, and thematic portrayal. The core literature will be *Pride and Prejudice*

and *To Kill a Mockingbird*. Each core piece will be accompanied by a film adaptation. Other films analyzed in class will include *Wonder* and *Babe*.

English: Musical Theater as Literature – *Teacher: Mrs. Cummins, Pre-requisites: N/A; This fulfills an English requirement for Grades 11 & 12.* If you love musical theater, this is the class for you! Together, we will explore the creative process involved in writing and producing Broadway musicals and analyze musical theater as a literary work. As we read and watch numerous musicals, we will discover how the book, score, and theatrical elements combine to convey eternal truths. We will then expound on those truths through presentations, writing activities, and other projects including an original jukebox musical!

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.

English: 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 non-fiction and will give them the opportunity to create an original work of creative non-fiction. In this course, students will learn and practice skills that will help them to develop their abilities to create a well-written piece. These skills will include learning to identify some common literary devices and practicing them; analyzing how authors use literary devices to create meaning; improving their own use of writing elements such as word choice and sentence organization to create more powerful and effective writing; and studying some shorter works by published authors to use as models of good writing. Authors whose works will be studied include Robert Frost, Emily Dickinson, Shirley Jackson, Book of Mormon writers, and Isaiah. In addition to skill development, a focus of this course will be the spiritual and intellectual development of the students. They will have the opportunity to develop greater empathy and connection with others through reading what others have written on a variety of personal experience and through expressing themselves in their own writing. Students will have daily opportunities for reading and writing, literary analysis, and class discussions.

English: Short Stories and Poetry – *Teacher: Mrs. Faerber; Pre-requisite: N/A; This fulfills an English requirement for Grades 9 & 10.* This course will enhance and strengthen students' literary analysis skills as we discover short stories and poetry's beauty, excitement, and inspiration. We will read *Brown Girl Dreaming* by Jacqueline Woodson and find connection to family as we explore the poetic language of this beautiful novel in verse. Students will analyze other thought-provoking and transformative short stories. Additionally, we will discover classic and modern poetry forms such as haiku, chiasmic poetry, sonnets, shape poetry, spoken poetry, free verse, music lyrics, and more. The course final will include a reflection on a poet of choice, coupled with an original piece.

English: Science Fiction and Fantasy – *Teacher: Mrs. Spackman; 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.

English: The Lighter Side of Shakespeare - *Teacher: Mrs. Moulton; Prerequisites: N/A; This fulfills an English requirement for grades 11 and 12.* 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 interpersonal 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 and 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: Teacher Recommendation only; 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.

French 3- *Teacher: Mrs. Bichon; Pre-requisites: French 2;* 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.

Geometry – *Teacher: TBD; Pre-requisites: Algebra 1;* Geometry is the second of three core math courses in the high school learning sequence. Students learn about transformations, congruence, similarity, and right

triangle trigonometry. Students use their understanding of algebra to learn more about circles, probability, and properties of coordinate geometry.

Girls Patriot Academy – *Teacher: Coach TBD*; 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 – *Teacher: Mr. Hymas; Pre-requisites: N/A; This fulfills a history requirement for grades 11 and 12.* 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 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 Communism - *Teacher: Mr. Dye; Pre-requisite: N/A; This fulfills a history requirement for Grades 9 & 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 Christ's plan for caring for the poor. 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 Revolution and 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 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 has allowed China to become a global leader today. 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 assess claims about the incursions of socialism into U.S. policies.

History: Contrasting Views of the Constitution - *Teachers: Mr. Hancock and Mr. Hymas; Pre-requisite: N/A; This fulfills a history requirement for Grades 11 & 12.* Contrasting Views of the Constitution: This course is founded on the premise that for students to develop meaningful thoughts and ideas regarding principles of

freedom and political theory, they must be exposed to multiple sides of an argument. This course offers students the opportunity to be exposed to those differing opinions and watch the course instructors model debating these differences in a healthy, productive, mutually respectful way. Students are required to analyze opposing viewpoints in the media every week, practice persuasion skills with their peers, and participate in a congressional simulation and a mock trial. Topics of instruction for the course include the dangers of extremism, constitutional modes of interpretation, natural rights v. social contract theory, the legislative branch, the executive branch, the judicial branch, states' rights, international policy, civil/individual rights, and war powers.

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 Greek and Roman Civilization - *Teacher: Mr. Hancock; Pre-requisite: N/A; This fulfills a history requirement for Grades 9 & 10.* This one-semester course will be a deep dive into Greek Civilization. It will look at the origins of the Greeks, their mythology, and the founding civilizations, such as the Minoans. The course will explore the Spartan dominance at the end of the 6th Century BC. We will look in detail at the rise of Athens. Athenian Democracy will be explored and its involvement in wars of conquest and defense. We will examine the art of Greece, its philosophers, and its impact on our current world. In addition to the above, this course will deep dive into Roman Civilization. It will look at the origins of the Romans, their mythology, and their founding stories. The course will look at the development of Rome from a kingdom to a republic. It will also explore the critical figures in Roman history who shaped this remarkable Civilization. We will examine the fall of the Republic and the rise of the Empire. Finally, we will look at the fall of the Empire and how this fall impacted the western world up to our present day.

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 Revolutionary Women – *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 – *Teacher: Mr. Back; Pre-requisites: N/A; This fulfills a history requirement for grades 9 and 10.* This 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.* Note that Beginning History of World Religions is **NOT** a prerequisite to participate in this course. This course introduces students to major religious traditions of the Middle East and Western Hemisphere including Judaism, Christianity (Orthodox, Catholic, and Protestant), and Islam. It will also include a consideration of Indigenous belief systems and the worldview of Humanism. 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. For each religion, the class will consider case studies from world history that help students explore the complex interactions between faith traditions and geo-cultural and political developments. For example, the class may consider how the division and radicalization of Islam have complicated the plight of refugees from the Middle East. Students will come away from this course with an understanding of the role that religions have played in global interactions and in shaping the modern Western world. They will discern the many commonalities of global faiths and appreciate the additional truths of Christ's latter-day Restoration. They will find themselves better prepared to be humble ambassadors to their brothers and sisters of various faiths worldwide.

History of World War 1 – *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.

History of World War 2 – *Teacher: Mr. Back; Pre-requisites: History of World War 1; 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.

Illustration – *Teacher: Mr. Heywood; Pre-requisites: N/A. **This is a course designed for dedicated art students who can work independently.*** This course will benefit all students who consider themselves artists, regardless of whether or not they are interested in Illustration. Many successful artists spent part of their careers as illustrators—Edwin Austin Abbey, Harry Anderson, Alphonse Mucha, Minerva Teichert, Normal Rockwell, Mary Cassatt, Winslow Homer, and so on. Through their training and practice as illustrators, these artists became masters at concept development, gesture drawing, perspective, composition, and the articulation of ideas. The modules of this course are in three parts—gesture and rhythm, proportion and perspective, and concept development. The first and second modules are focused on developing a student's drawing skills, with the last and longest module on how to develop a concept or idea into a completed work. Students can benefit from repeating this course, with more and more opportunities to develop their drawing skills and create increasingly complex concepts and designs. Students can choose to focus their concepts on word graphics, logo design, narrative illustration, or character designs.

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.*

Lifelong 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 is offered every other school year opposite Sports Medicine.** *Teacher: Dr. Anderson; Pre-requisite: Biology;* In this full-year 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.

Patriot Chorale – *Teacher: Mr. Swenson; Pre-requisite: successful audition;* This course is offered for students in grades 9-12. It teaches singing fundamentals and offers performance opportunities throughout the year, including a Christmas and spring concert.

Patriot News Video Production – *Teachers: Mr. Clark, Mr. Morgan, Pre-requisite: Teacher approval.* Participation in this course would be by invitation and based on training in beginning classes and past experience. Students would be filling the roles of producer, director, writers, and editors. A video production of AHS Patriot News would be produced by this class on a regular basis as directed by Student Government. A representative to Student Government would be chosen from this class. Students would need to be motivated and committed to constantly writing, shooting, and editing content.

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.

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 TBD; Pre-requisites: Senior;* 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.

Spanish 1 – *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 2 – *Teacher: Mrs. LaPray; Pre-requisites: Spanish 1;* 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 3 – *Teacher: Mrs. LaPray; Pre-requisites: Spanish 2;* 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 in school year’s that begin with an odd number.* 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. The text for the course will be *Introduction to Sports Medicine and Athletic Training*.

Student Council – *Teachers: Mrs. and Mr. Hendrickson; Pre-requisites: Elected or appointed to a Student Council position, open to 11th & 12th grade students;* 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.

Studio Art – *Teacher: Mr. Heywood; Pre-requisites: N/A. This is a course designed for dedicated art students who can work independently.* Based on the layout of a studio art academy, this course focuses on helping students develop their technical skills in drawing and painting. In this arrangement, students are given a practical application of art theory and how to employ the Elements of Art and Principles of Visual Design. Areas of the classroom are divided into stations, allowing students to progress through exercises, moving from station to station as they grasp concepts and become more proficient. Traditional exercises include drawing and painting from plaster casts, working from still-life, constructive drawing, and Master copy. This progressive layout means students will benefit from repeating the course throughout their High School years. Advanced exercises for repeat students will include figure drawing and portraiture from reference material, as well as large-scale compositions. This course benefits students wishing to increase their skills in all art forms—illustration, design, digital arts, sculpture, art education, etc. Proficiency in technical art-making skills and a working knowledge of the Fundamentals of Art increases opportunities for artists—whether it is acceptance into university art programs, scholarships, studio art academies, or entering the professional art field.

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;* A semester long course for the development and appreciation of the technical aspects of theatrical production. Students would be instructed on classroom theories, demonstrations, and hands-on training in the areas of: Lighting, Sound, Staging and video production. Students would be encouraged to participate as technical crew for the productions at the school. Instruction would be shaped around three main goals: specific training that would support school productions, vocational training toward employment at higher educational institutions, and in the theater industry, general education about the characteristics of electricity, sound and video; and appreciation of entertainment and its history in its many forms. This course would be a prerequisite to Technical Theater – Advanced, and Patriot News Video Production classes.

Technical Theatre Advanced – *Teacher: Mr. Clark; Pre-requisites: Technical Theatre Beginning;* A course that would add upon the basic information and training in the beginning class. Students would be expected to head the production crews for the many productions at the school. Crew chiefs would be from this class would be directing the efforts of students from the beginning classes. Instruction would entail more practical and hands-on training on computer-controlled lighting and sound consoles. Design in lighting and sound would be covered as would training in documentation and would include field trips to studios and theaters and guest lecturers.

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 tenth-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 (an introduction to Cognitive Behavioral Therapy techniques).

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.

Yearbook – *Teacher: TBD; 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.

Sport Fundamentals – *Teacher: TBD, Pre-requisites: N/A.* This class is designed for students interested in learning skills and strategies of team sports. This course will include daily skill instruction and implementation of those skills in a competitive game setting. Sports may include but are not limited to: basketball, flag football, soccer, ultimate frisbee, pickleball, badminton, and volleyball. This course will also include daily cardiovascular fitness.

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