



American Heritage School News

Spring 2013

Message From the Head of School

In the Spring of 2005, while trying to make a difficult decision about whether to accept an invitation to move my family from Washington D.C. and join the American Heritage School community, I took the time to study from a rather large, red, book compiled by a woman named Verna Hall, and entitled *The Christian History of the Constitution of the United States: Christian Self-Government*.¹



Verna Hall, co-founder of the Foundation for American Christian Education, was a humble citizen, a devoted Christian, and a brilliant student of American history, law, and politics.

I was captivated by an excerpt from the preface:

We invariably reject or misconstrue references to the word Christian—in relation to civil governments—as being doctrinal and sectarian. Our failure to understand this largely contributes to the present disregard of Christianity in relation to civil government. Each religion has a form of government, and Christianity astonished the world by establishing self-government. With the landing of the Pilgrims in 1620, Christian self-government became the foundation stone of the United States of America. “The stone which the builders refused is become the head stone of the corner.” (Psalm 118:22; Matt. 21:42).²

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Self-government is a foundational principle in Christianity and also in the Founding of America. It is also a major focus at American Heritage School. Self-government is more than merely compliance with rules; rather, it is sacrificial in nature—putting self-interest aside for a higher cause: love for God and neighbors. Most importantly, self-government requires the heart, as “The Lord requireth the heart, and a willing mind.” (D&C 64:34)

Upon reading these words, I felt a kind of stirring recognition in my soul. What was this notion of *self-government*? Why was it *Christian* in its essence—yet somehow non-sectarian? And what did it have to do with the American form of government? With a school?

Christian Self-Government, Christian Charity, and the Making of America³

In the Spring of 1630, John Winthrop, the recently elected governor of the Massachusetts Bay Colony, gave an inspiring sermon aboard the flagship *Arbella* that preceded a decade-long migration of English Puritans to America. Like the Pilgrims of 1620,⁴ the Puritans faced tremendous risks associated with colonizing America—including the risk of extinction. Winthrop was confident that biblical principles of Christian character, personal sacrifice for neighbors, and individual self-government—all drawn from the ideals of biblical love—would assure ultimate success to the Massachusetts Bay Colony, and sustain a growing community that would be a model and a light to the world. Winthrop entitled his speech “A Model of Christian Charity”—widely considered one of the most influential speeches on American identity in four centuries of American history.⁵

GOD ALMIGHTY in His most holy and wise providence, hath so disposed of the condition of mankind, as in all times so me must be rich, some poor, some high and eminent in power and dignity; others mean and in submission... That every man might have need of others, and from hence they might be all knit more nearly together in the bonds of brotherly affection. From hence it appears plainly that no man is made more honorable than another or more wealthy etc., out of any particular and singular respect to himself, but for the glory of his Creator and the common good of the creature, man... There are two rules whereby we are to walk one towards another: Justice and Mercy. These are always distinguished in their act and in their object, yet may they both concur in the same subject in each respect... the Law of Nature would give no rules for dealing with enemies, for all are to be considered as



John Winthrop's speech "A Model of Christian Charity" delivered in 1630 has been explicitly referenced by subsequent American political leaders from John Adams to Bill Clinton—including Ronald Reagan and almost every president and presidential aspirant since John Kennedy—to outline our national American aspirations and identity.

friends in the state of innocence, but the Gospel commands love to an enemy. If thine enemy hunger, feed him; "Love your enemies... Do good to them that hate you." (Matt. 5:44)⁶

It is this same speech in which Winthrop employed the beautiful “City on a Hill” covenant language that has resonated not only with Christians,⁷ but with principled civic leaders and God-fearing people of other faiths and cultures who have promoted and preserved America through the centuries:

We must uphold a familiar commerce together in all meekness, gentleness, patience, and liberality. We must delight in each other, make each others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work... For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken, and so cause Him to withdraw His present help from us, we shall be made a story and a by-word through the world. But if our hearts shall

*turn away, so that we will not obey, but shall be seduced, and worship other Gods, our pleasure and profits, and serve them; it is propounded unto us this day, we shall surely perish out of the good land whither we pass over this vast sea to possess it. Therefore let us choose life, that we and our seed may live, by obeying His voice and cleaving to Him, for He is our life and our prosperity.*⁸

As evidence of the powerful and enduring principles in Winthrop's speech, subsequent American political leaders from John Adams to Bill Clinton—including Ronald Reagan and almost every president and presidential aspirant since John Kennedy—have explicitly referenced Winthrop's name and speech to outline our national American aspirations and identity.⁹



From Ronald Reagan's Farewell Address in 1989:

I've spoken of the shining city all my political life, but I don't know if I ever quite communicated what I saw when I said it. In my mind it was a tall, proud city built on rocks stronger than oceans, wind-swept, God-blessed, and teeming with people of all kinds living in harmony and peace, a city with free ports that hummed with commerce and creativity, and if there had to be city walls, the walls had doors and the doors were open to anyone with the will and the heart to get here. That's how I saw it and see it still.

Many countries have a sense of "exceptionalism" about their national purpose and identity. But America's is, for lack of a better description, *sacred*. Matthew Holland, in his book *Bonds of Affection*, makes an observation about this very unique American political tradition to which Winthrop joined his name. Holland writes of the American confluence of *agape* (Greek, "Christian love" or "love of God") and *caritas* (Latin, "charity") in its national political fabric. Inspired biblical notions of "love thy neighbor"¹⁰ and even "love thy enemy"¹¹ found expression in the political worldviews of men like Winthrop, Jefferson, and Lincoln:

*Winthrop, Jefferson, and Lincoln were all uniquely philosophical statesmen who exercised an enduring influence at decisive junctures in the rise and establishment of American democracy. At the height of their influence, all three figures delivered a seminal speech appealing to certain communal "bonds of affection" which they argued were essential to a stable, flourishing polity. In attempting to draw out and sustain these bonds of affection, each leader consciously worked to channel some understanding of Christian love—what the New Testament calls "charity" (1 Cor. 13:13)—into a central civic, rather than strictly religious, virtue. In doing so, they helped establish a unique and important strain in the American political tradition, one more often appealed to by political leaders than studied by scholars.*¹²

Lincoln appealed to these "bonds of affection" in his First Inaugural Address,¹³ and his ensuing contributions to a spirit of national brotherhood, union, healing, and forgiveness are well documented.¹⁴ As for Jefferson, his "philosophical liberalism" did not dampen his modeling of these same principles of *caritas* (charity) and *agape* (Christian love) in his drafting of the Declaration of Independence:

While [Jefferson] remained steadfastly committed to philosophical liberalism as the ground of his politics, he developed around this time [of the drafting of the Declaration of Independence] a powerful appreciation

for a rationalized version of Christ's teachings on love. Jefferson's First Inaugural—which along with his Declaration of Independence essentially brackets the era we consider the traditional founding of America—is the first and best glimpse of how he thought such teachings should be brought to bear on America's fledgling democracy.¹⁵

What does all of this have to do with self-government? Fast-forward to 2013 and American Heritage School. Ours is a school culture where the term “self-government” matters—a lot. We use it as a frequent substitute for terms like “self-discipline,” “obedience,” and “on-task behavior.” It is etched in stone over an entranceway.

Why? Because, as used both in the American founding and at American Heritage School—true self-government is, emphatically, *Christian* in its essence. True self-government is *selfless* government. It is an external expression of magnificently powerful beings who *choose* to align their power with God's will, and sacrifice their own carnal desire for a higher purpose. As with the great American Declaration, “With a firm reliance on the Protection of a Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.”

In the final analysis, *true* self-government is *atonement-like* in its essence. “O my Father, if it be possible, let this cup pass from me: nevertheless, not as I will, but as thou wilt” (Matt. 26:39). Put simply, self-government, correctly understood and rightly exercised, is one of the most powerful tools of



effective government in the world (self, family, school, national)—because it unleashes the power of the two great commandments: love God, and love our neighbor. Ordered liberty flows naturally from this kind of self-government.



Read carefully the way Elder Oaks described the principle of self-government at a recent speech he delivered in New York City to a prominent organization devoted to protecting religious liberty in America:

Our society is not held together primarily by law and its enforcement, but most importantly by those who voluntarily obey the unenforceable because of their internalized norms of righteous or correct behavior. Religious belief in right and wrong is a vital influence to produce such voluntary compliance by a large number of our citizens.¹⁶

Elder Oaks went on to cite the concerning demographic trend in which the “nones” (those who report no affiliation with organized religion) now comprise 33 percent of the young American adults age 18–30, and that about half of those—mostly the younger portion—have “a genuine antipathy toward organized religion.”¹⁷ One powerful solution, Elder Oaks concluded, lies in moral-centered education:

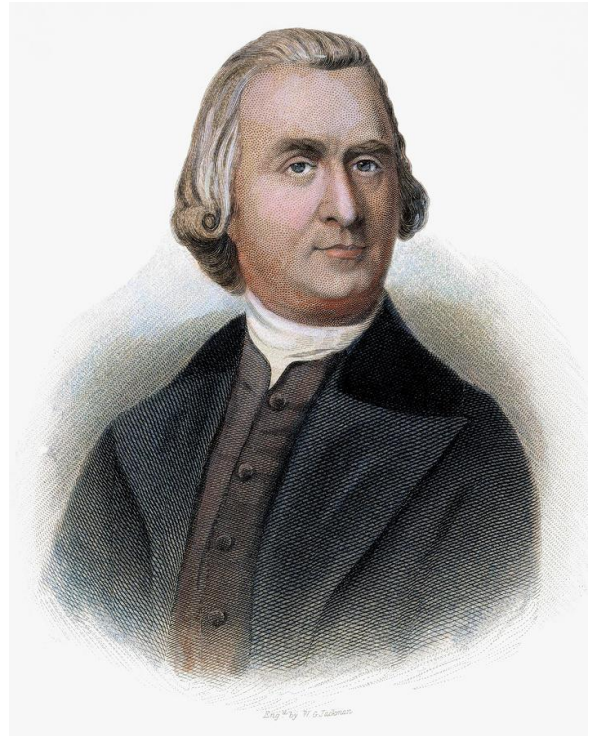
We must give greater attention to the education of the rising generation. If the foundation of religious liberty is weakening it must be because the role of religion and the contribution of religious organizations and religiously motivated people in our nation is not sufficiently understood. The

rising generation is not being taught these things. I believe that a study of the treatment of religion in elementary and secondary textbooks over the last half-century would show a significant decline in the description and stated importance of religion in the founding of our nation and the progress of our civilization. A generation ago, an influential public education group joined others in calling for action by educators, textbook publishers, and civic leaders to halt what they called the “rigorous exclusion” of religion from school textbooks and curricula. Scholars of education advise me that the current problem is not so much the “exclusion” of religion, but its presentation in a critical or biased way that minimizes its influence.¹⁸

Here is the point: Our liberty to self-govern (or, in Restored Gospel terms: to exercise our agency) is directly correlated with our inward allegiance to correct governing principles. According to Jefferson and Locke, the principles taught by Jesus of Nazareth are the most correct governing principles known to mankind.¹⁹ Christianity is the religion of *liberty*, preserved by *self-government*. Self-government void of *agape* (love for God) and *caritas* (charity for others) is no self-government at all. It is merely compliance, and lacks that which God requires most: “the *heart* and a *willing mind*.” (D&C 64:34).

Samuel Adams, the “Father of the American Revolution,” put it in these words:

*Let divines and philosophers, statesmen and patriots, unite their endeavors to renovate the age, by impressing the minds of men with the importance of educating their little boys and girls, of inculcating in the minds of youth the fear and love of the Deity and universal philanthropy, and, in subordination to these great principles, the love of their country; of instructing them in the art of self-government, without which they never can act a wise part in the government of societies, great or small; in short, of leading them in the study and practice of the exalted virtues of the Christian system.*²⁰



Samuel Adams, known as the “Father of the American Revolution,” felt strongly about teaching children the “art of self-government” and its relationship to the “exalted virtues of the Christian system.”

May we each continue to grow in love and understanding for this powerful principle of self-government, and renew our commitment to teach and live it to the fullest benefit of our homes and classrooms.

Faithfully yours,

Grant Beckwith
Head of School

¹ Verna Hall (compiler), *The Christian History of the Constitution of the United States of America: Christian Self-Government*, Copyright 1966 by Verna Hall, 8th Edition, 2001, The Foundation for American Christian Education. [“CHOC”]

² *Id.* at III.

³ Credit to Matthew S. Holland, *Bonds of Affection: Civic Charity and the Making of America—Winthrop, Jefferson, and Lincoln*, Georgetown University Press. View the prologue at <http://www.thedivineconspiracy.org/Z5224E.pdf> [“Bonds of Affection”].

⁴ There is some debate about whether the Pilgrim character ethic or the Puritan character ethic most accurately represents the identity of America’s founding character; however, Pilgrims and

Puritans *both* represent covenant communities who viewed the Christian notion of self-government as central to their mission and success. See CHOC at 182 arguing for the Pilgrim Character ethic of America, and

<http://religiousfreedom.lib.virginia.edu/sacred/charity.html> arguing for the Puritan Character ethic of America. The debate is important, but reminds me of a group of common-purpose and distracted Christians having a food fight in a cafeteria while the *real* culture war rages outside with devastating consequences.

⁵ *Id.*

⁶ John Winthrop, *A Model of Christian Charity*, 1630, aboard the Arbella. For full text, see

<http://religiousfreedom.lib.virginia.edu/sacred/charity.html> [“Winthrop’s *Model of Christian Charity*”]

⁷ See Mosiah 18:9-10 and 18:21 for a comparison of this same kind of “covenant” language used in ancient times, in this case, 147 B.C. on the American continent at the time of baptism.

⁸ Winthrop’s *Model of Christian Charity*.

⁹ *Id.*

¹⁰ Matthew 22:39. The golden rule, “Thou shalt love thy neighbor as thyself” is not unique to Christianity. But the Christian teaching to “love your enemies” is far less common among major world religions. “Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you.” (Matt. 5:44)

¹¹ Matthew 5:44

¹² *Id.*

¹³ “We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection.” A. Lincoln, First Inaugural, March 4, 1861.

¹⁴ Even Leo Tolstoy stated that Lincoln was a “Christ in miniature; a saint of humanity” because he “loved his enemies as himself.” http://www.loa.org/images/pdf/Tolstoy_on_Lincoln.pdf

¹⁵ *Bonds of Affection*, prologue at p. 3. Here is a relevant excerpt from Jefferson’s First Inaugural address demonstrating the Christian “civic charity” and “Christian love”: “Let us, then, fellow-citizens, unite with one heart and one mind. . . every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.” (Jefferson, First Inaugural, March 4, 1801).

¹⁶ Elder Dallin H. Oaks, *Strengthening the Free Exercise of Religion*, The Becket Fund for Religious Liberty Canterbury Medal Dinner, New York City, May 16, 2013.

<http://www.becketfund.org/wp-content/uploads/2013/05/Elder-Oaks-CMD-2013-Speech-PDF.pdf>

¹⁷ *Id.*

¹⁸ *Id.*

¹⁹ Thomas Jefferson, letter to Henry Fry, June 17, 1804: “I consider the doctrines of Jesus as delivered by himself to contain the outlines of the sublimest system of morality that has ever been taught.” Locke states “As men we have God for our King, and are under the Law of Reason. As Christians, we have Jesus the Messiah for our King, and are under the Law revealed by him in the Gospel.” John Locke, *The Reasonableness of Christianity*, 1695, reprinted in CHOC at XIII.

²⁰ Samuel Adams, Boston, October 4, 1790, reprinted in CHOC at XIV.

Welcome, New Board Members

At the April 2013 meeting of the AHS Board of Trustees, some exciting and important changes were discussed and approved. We express heartfelt thanks to outgoing Trustees Curtis Miner, Dr. Jenet Erickson, Danny Mason, and Travis Sessions, each of whose terms on the Board has come to an end. We are grateful that each of them agreed to remain on committees going forward to help continue the wonderful momentum that we have gained thanks in large part to their service.

We are pleased to announce the following four new members of the Board of Trustees: Dan Burton, Mikel Chertudi, Clayton Chun, and LaDawn Jacob. We are honored that individuals of their caliber would agree to join the board – an unpaid labor of love that requires significant time and energy. Please take an opportunity to thank each of them, and to welcome them in this new and sometimes daunting role.



Dan Burton was born and raised in Salt Lake City. He attended BYU where, 18 years ago, he met and then married his sweetheart, Sarah, and graduated with a BS in Economics and a minor in English Literature. After a few years working as a Strategy Consultant for the Boston Consulting

Group, Dan attended the Harvard Business School, graduating with a Master’s in Business Administration. After graduate school, the Burtons moved to Boise, Idaho where they lived for nearly a decade, during which time Dan held various positions with Hewlett Packard and Micron Technology. Four years ago Dan co-founded a private firm, HB Ventures, that invested in education, healthcare and technology industries. One of the startup companies in which HB Ventures invested, Health Catalyst, began to grow very rapidly, and two years ago Dan was asked to devote his full-time efforts to Health Catalyst, where he currently serves as CEO and a board member. Dan and Sarah have four wonderful children, all of whom attend American Heritage. The

Burtons have felt such gratitude to experience the school's markedly positive influence within their family.



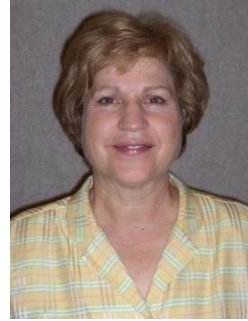
Mikel Chertudi is married to his sweetheart Nanette and is the father of four children. The Chertudi family lives in Lehi and the children have been attending American Heritage School for several years. Professionally, Mikel oversees all media and digital marketing for Adobe. Formerly at Omniture and Ancestry.com, Mikel holds a BA from Weber State

University with an emphasis in Spanish and Business. He loves being actively engaged with his family, community, and church callings, and is excited to be serving on the AHS Board of Trustees.



Clayton Chun was born and raised in Wahiawa, Hawaii. He earned his Bachelor of Arts at the University of Redlands in California, and his Masters of Educational Administration at the University of Hawaii. He spent fourteen years as a public high school English teacher and tennis coach,

and twenty-four years as a public school administrator. His last assignment was Principal of Window Rock Elementary School on the Navajo reservation in Arizona. He has served several times as a member of the Western Association of Schools and Colleges' visitation teams accrediting schools in Hawaii. He and his wife, Cheryl, are the proud parents of nine children, twenty-two grandchildren, and many foster children. He currently has two children attending American Heritage School. Enjoying retirement, the Chun's have built a home in Santaquin, Utah, where they will live forever more. Mr. Chun is committed to the vision and mission of American Heritage School, and says that he "believes that the school stands as a testament to what true education is."



LaDawn Andersen Jacob is the daughter of H. Verlan and Shirley Andersen and the wife of James C. Jacob. She and Jim have been involved with American Heritage School since its founding as parents and Board members, and Mrs. Jacob also served as a part-time teacher at the school. She is a graduate of Brigham Young

University in Elementary Education and Music. She has been involved for many years in teaching her children music, a love for learning, and a love for the Lord. She was National Young Mother of the Year in 1982 and has been a frequent speaker on the topic of families at BYU Education Week, BYU Women's Conference, home education conventions, and wards and stakes throughout the area. Jim and LaDawn are the parents of eleven children. They live on a small farm in Orem where they raise fruit trees, a large vegetable garden, bees, children, and grandchildren.

Student Submissions

The following submissions are excerpts from Senior Essays written by the Class of 2013.

"I will miss glancing out of the window, looking at the temple and thinking, 'My Father is the King of the universe' because with that on my mind, nothing could bring me down." (Guillermo Bustamante)

"C. S. Lewis said, 'Education without values, as useful as it is, seems rather to make man a more clever devil.' American Heritage School seeks to educate not only the minds of its students, but the hearts as well." (Cynthia Chan)

"It was no accident that I came to this school at such a time as this. Now, I will use every bit of knowledge and experience I have gained here to fulfill my mission on the earth in building God's kingdom as I continue my education and seek for the mission He has planned for me." (Janice Chan)



Evan Peterson and Carlynn Raubenheimer, Class of 2013, at the Spring Formal. Instead of having separate date groups, all 26 students in the senior class spent the day together prior to and after the dance. That's what we call "Unity with Union"!

"Now that I am to go out into the world, I shall hold my head up high, facing heavenward and declare that I am ready for whatever the world may throw at me. 'Because of the rock upon which [I am] built, which is a sure foundation, a foundation whereon if men build they cannot fall.' (Helaman 5:12)" (Trustin Chun)

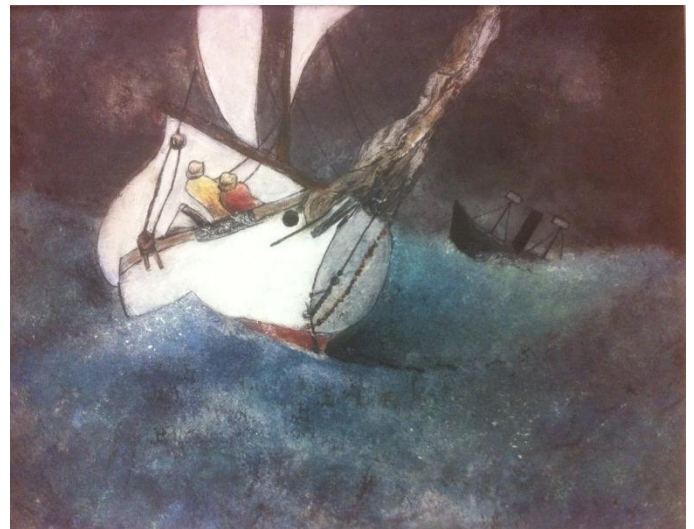
"I think that our shared experiences feeling the spirit, serving, homeworking, and friending together have not only cemented into place the importance of everything we've learned at school, but taught us how to do good in the world with our knowledge. At the end of the day, that's why I grew to love American Heritage—they didn't teach us to be good students; they taught us to be good people." (Jacob Frazier)

"From the many years that I have spent at AHS, I have gained great friends. But the addition of the Holy Ghost into those years has made them more than

my friends and classmates. They have become my brothers and sisters." (Christopher Holmstead)

"American Heritage is a school that not only focuses on minds of the students, but also on how to help them become a better person. It is interesting that American Heritage has the 'Eight Virtues' etched in the building, just like we have different words carved on our school buildings in China. The biggest difference is that the words we have in China encourage us only to study harder, but the 'Eight Virtues' at American Heritage really reached into my soul and taught me how to become a great person." (Angelina Hu)

"One thing I have noticed in our relatively small school community is the misconception that our "bubble" keeps us from experiencing the world, that we won't be able to understand the world outside of it. Honestly, anyone who has been outside the "bubble" will tell you that you aren't missing out on a whole lot, especially as far as character education goes. The concentration may be smaller here, but if you look a little, you can still find the world and all its extremes in nutshells anywhere and everywhere at AHS." (Jacob Kleinman)



"The Tempest" by Hannah Tolman (12th Grade) acrylic on canvass, inspired by Winslow Homer, was selected from art submissions across the state to be featured in the all-state Utah High School Art show (juried) at the Springville Art Museum.



Emily Roberts (left) and Brittani Bills (right), were the only two “lifers” in the Class of 2013; they attended American Heritage School since Kindergarten (you can see it made Brittani a little crazy). Thanks for 13 great years, Emily and Brittani!

“I have learned many lessons while at American Heritage, but there is one lesson that I hold very close to my heart. That lesson is the lesson of God’s love for me and knowing He has a divine plan for me. I know who I am, and I know God’s love for me. I know that I am a witness of Him and an example to the world. I am a light and I will share it with everyone around me. I have also learned that our history matters, and that it is who we are. We need to protect what our founding fathers died for. We need to keep our morals strong and standards high, and God will guide us and show us what we need to do.”
(Emily Roberts)

“To acquire character, we must teach the truths found in scripture alongside the scholastic textbook. We must place emphasis on virtues, principles, and doctrines. In this increasingly relativistic and unstable world, it is vital that this type of education be pursued.” (Hannah Tolman)



AHS Receives National Award for Patriotic Program



On February 20, the Utah Chapter of the Freedoms Foundation at Valley Forge awarded to American Heritage School the 2013 National George Washington Medal of Honor. The award was made in recognition of the school’s Patriotic Program. “We invited Mr. Cornell and Mr. Hunsaker to accept the award on behalf of the school,” said Mr. Beckwith. “Of course, the award was for the entire school community, with gratitude to the many who have gone before us, as we celebrate together a mission and cause worth promoting and defending.”



Mr. Cornell impersonates a revolutionary war soldier during one of many celebrations at AHS that involve period dress—an important aspect of our school culture that helps students to identify with one of the school’s mission objectives to “develop a love, understanding, and appreciation for America and the Founding Fathers.”

Julie B. Beck Serves as AHS Commencement Speaker 2013



We were honored to have Julie B. Beck, 15th General President of the Relief Society (2007-2012), serve as the 2013 commencement speaker at the AHS graduation ceremony on Wednesday, May 22. It was a delightful and inspiring evening filled with celebrating our 2013

graduates and the mission and fruits of American Heritage School. Sister Beck compared the Plan of Salvation to a “Plan of Feelings” and illustrated how our mortal existence exposes us to a spectrum of feelings in ways that refine our character as we become more aware of, and experienced with, those feelings.

For more about Sister Beck’s life and service, see the following link.

<https://www.lds.org/callings/relief-society/relief-society-presidents/julie-b-beck>

AHS Students Admitted to Universities Nationwide; Applications Show Character, Strong Academic Performance

AHS high school students have been receiving college admissions letters all year – and are faced with some tough but wonderful decisions in coming months. Among the list of colleges and universities that accepted AHS students this Spring are: Brigham Young University (Provo, Idaho, and Hawaii campuses), Indiana University, University of British Columbia, University of Utah, Utah State University, Southern Virginia University, Southern Utah University, McGill University (Montreal, Quebec), LDS Business College, and Utah Valley University. Many of our students have already been offered scholarships and have received multiple admissions offers. During a recent visit to AHS by a representative of BYU’s admissions office, we were informed that 69% of American Heritage School’s applicants to BYU were admitted this year – which he

said was an extraordinary admission rate from a single school. BYU’s overall undergraduate acceptance rate for the Fall of 2013 was 56% of all applicants, with an average GPA of 3.82, and an average ACT of 28.4.

Strong academic performance was a necessary part of each graduate’s application for next level institutions; however, the strongest part of their applications was *who they are*, and *what they stand for*. Read the full text of their senior essays at the following link:

<https://www.american-heritage.org/document/graduation>



Advanced Placement and Concurrent Enrollment Report

Congratulations to our students who completed AP and Concurrent Enrollment exams during May. Last year 12 AP and several concurrent enrollment exams were taken by AHS 11th and 12th grade students. This year 29 AP and concurrent enrollment exams were taken by 11th and 12th grade students, representing well over a 100% increase. We will report pass rates in the Fall, but for now, congratulate many students for taking a road “less traveled.”

Lyceum Philharmonic Garners Special Award at Utah Best of State Gala

Congratulations to our Lyceum Philharmonic and Mr. Brown, who were surprised at the Utah 2013 Best of State awards gala on May 11 not only with a fifth consecutive “Best of State” award, but also with the “Best of the Best” Performing Arts trophy, a very

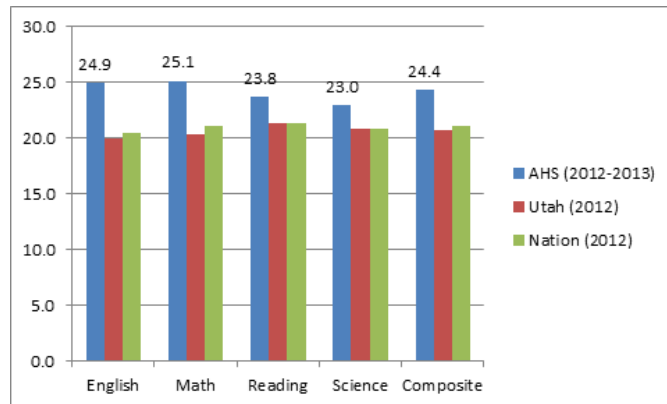
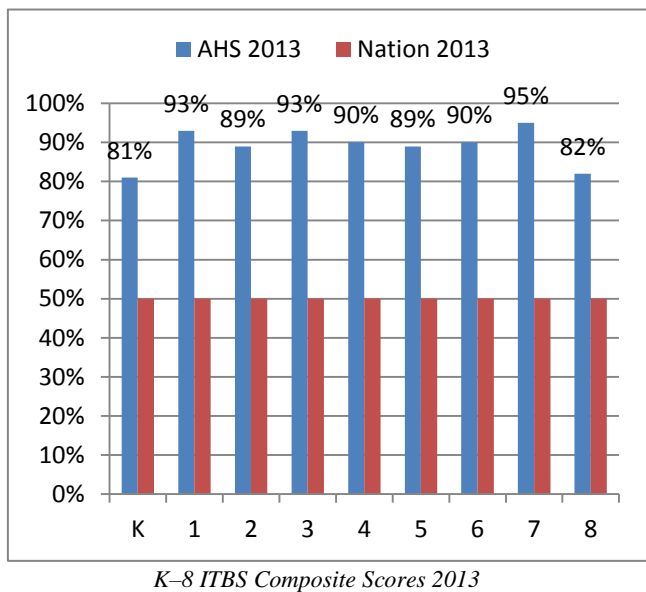
special award given to only one of the many Best of State recipients across all of the performing arts categories, including professional and amateur program recipients. At the gala, Mr. Brown, conductor of the Lyceum Philharmonic and Director of the American Heritage Lyceum Orchestras was also awarded “Best of State” in the Music Educator category.



In a single weekend in May, the Lyceum Philharmonic performed with Peter Breinholt at Thanksgiving Point (Friday evening), then for Best of State at the Salt Palace (Saturday evening), then with The Piano Guys at Abravanel Hall (the SAME Saturday evening). Musical chairs!?

AHS Students Post Outstanding Results on Standardized Tests 2013

Seven-year trends show continued school-wide academic excellence as measured by K–8 results on the ITBS and ACT exams, results illustrated below.



Average AHS High School ACT Scores continue to be significantly higher than state and national averages.

These reports all reflect the talents, efforts, and dedication of scholars, parents, and teachers. Congratulations to all!

AHS Students Win Honors in Regional Essay Competitions



Congratulations to two AHS high school students, Tanlen Raubenheimer and Scott Hilton, who took first and third place, respectively, in the regional “Voice of Democracy” essay competition sponsored by the Veterans of Foreign Wars. They received their awards from the VFW at a special 11th Grade devotional on February 14. Congratulations, Tanlen and Scott—and many thanks to devoted teachers for mentoring and inspiring them through the essay writing process.



We also congratulate the following students who won regional honors in the annual Freedom Festival Essay contest: Samuel Philpot, 1st Place in Grades 1–3 (look for Sam to be featured in the Freedom Festival magazine this coming summer);



The Freedom Festival announced winners of its annual essay contest, including four students from American Heritage School.

Thomas Welcker (above left), 3rd Place in Grades 1–3; Kenya Green (above center), 3rd Place in Grades 4–6, and Maggie Crawford (above right), 2nd Place in Grades 7–9. Congratulations to all of our students and teachers who worked so hard, and wrote such personal and powerful essays for the Freedom Festival competition this year.

AHS Science Students Win Honors at Regional Science & Engineering Fair



Conner Uhl, Christopher Hales, and Angelo Vargas received the US Air Force Award for their science project entitled “Sterling Engine” in the Secondary Schools Senior Division of the Central Utah Science & Engineering Fair at BYU.

Congratulations to the following students who were awarded regional honors at the recent annual Central Utah Science & Engineering Fair at BYU: In the Secondary Schools Senior Division: Cayla Larson/Katherine Harvey received 2nd place in the Mathematics category; and Conner Uhl/Christopher Hales/Angelo Vargas received the US Air Force Award. In the Secondary Schools Junior Division: Ethan Peterson/Josh Jorgensen/Jens Jorgensen received 3rd Place in the Medicine and Health

category; and Nicole Curzon/Madison Johnson received the Administrative Award for Originality. Way to go, students—and many thanks to our science teachers: Mrs. Logan, Mrs. Newman, Mrs. Wilson, Mrs. Savage, and Mrs. Willis for their inspiring work with our science students.



Cayla Larson and Katherine Harvey’s science project “The Geometry of Soccer” received 2nd place in the Central Utah Science & Engineering Fair at BYU, Mathematics category, Secondary Schools Senior Division

Open Chess Group Draws Students, Parents



This Spring, AHS invited students to join an open chess group at AHS, conducted by two volunteer parents at the school, Kyle Clark and Dan Reed. Mr. Clark and Mr. Reed both played competitive chess in college. All ages were invited to attend, K–12, including parents. No prior chess experience was required, and there was no participation fee. Participants learned the basics as well as advanced strategies, depending upon level, and were able to

compete in a tournament. Students advanced through a ranking system by completing requirements that included teaching chess principles to other students. See the following link for more on the educational benefits of chess:

<http://www.chessvibes.com/reports/10-big-brain-benefits-of-playing-chess>.

Contact Dan Reed (dan@intinsgrp.com) or Kyle Clark (kyleandkelly@gmail.com) if you are interested in participating in the Fall or volunteering to help with the chess group.



Congratulations to Caleb Uhl (7th Grade), our AHS Geography Bee winner, who scored high enough on the state qualifying exam to be invited to the Utah State finals of the National Geography Bee in April. Way to go, Caleb!

International Student Spotlight



Guillermo Bustamante, from Venezuela, was one of the first three “Pioneer” international students who came to American Heritage School in 2009 when the school first began its international student program. Guillermo is the youngest of five children. He loves to play soccer, and any sport in general, for that matter. He enjoys working out in the gym and spending time with friends. He plans to attend University of Utah on a pre-medical track. “I’ll be working my hardest to one day become a neurosurgeon,” he says. All who know Guillermo are grateful for his ever present smile and friendly manner. Guillermo plans to serve an LDS mission soon after high school and hopes to touch the lives of many people. “Later I hope to find a wonderful woman with whom I can marry and raise a righteous family,” he says. Some of Guillermo’s personal



heroes are Christ, his parents, and his brothers—“for all the lessons they have taught me and still teach me, and all the love they have shown to me.” Guillermo graduated this year with the Class of 2013.

Experiential Learning Week at AHS **Coming January 2014**

This coming year, American Heritage School will be taking field learning and service learning to a new and exciting level. Experiential Learning Week serves as an intensive implementation of the 4R-ing methodology, with the purpose of bridging academic experiences and exploration of real world applications—all in harmony with American Heritage School’s mission statement. Experiential Learning Week is a one-week course of study devoted to elective subjects offered by American Heritage School immediately after the Christmas break. During Experiential Learning Week, regular classes in grades 7–12 are suspended and replaced with project-based, real-world learning experiences in academic fields of interest to AHS students under the mentorship of caring, expert AHS instructors and specially invited mentors.

The week consists of a focused, single-course format and allows the school to take advantage of community resources, to be responsive to student needs and interests, and to experience a variety of places and styles of learning. Experiential Learning Week courses will include classes at school, educational fieldtrips, guest-presenters, and travel study. Experiential Learning Week enables students to engage in rigorous learning experiences—to study one subject in depth.



7th Grade Boys perform the Haka at the AHS Dance Festival in January. The annual Dance Festival is a celebration of world cultures through dance... and a LOT of fun!

Students and parents choose from a list of offerings provided by the School. Students receive a letter grade for each year of Experiential Learning Week participation. In high school, credit toward graduation is also provided for successful completion of Experiential Learning Week courses.

As for cost, Experiential Learning Week is intended to provide various low- and no-cost opportunities, most of which will be less than \$100. AHS tuition will not be affected.

Some of the no-cost and low-cost options include Applied Engineering, World Religions & Foods, Pioneer Studies, Film as Literature, Professional Careers in Art, and Healthcare Studies. A few options, including Earth Science/Geology in Southern Utah; Marine Biology at Monterey Bay, California; and Service-Learning in Tonga, will be more expensive. Cost estimates and details will be provided by the end of August 2013. Although the Tonga option will be the most expensive option—we have conducted at least one international service-learning trip like this each year for the last five years (Mexico, England, Holy Land), and expect that Tonga will be the only international service-learning trip offered in 2013-14. With the closure of Benemerito in Mexico, and Mr. Haymond joining Mr. Swenson for the Tonga trip, Mexico is not currently anticipated for 2013-2014, but will likely be done again in 2014-15.

For a FAQ sheet on AHS Experiential Learning, see the following link, which we will update through the

summer as we have more information on the details and costs of the courses offered:

http://www.american-heritage.org/Content/ManagedDocs/Experiential_Learning_Week_FAQs.pdf

AHS Fundraising Report 2012-2013

We are very grateful to announce that for the 2012-13 academic year, the American Heritage School community raised \$525,000 in support of our teachers, classrooms, and programs. In February, we surpassed the \$200,000 fundraising mark for the school year, and qualified for the \$200,000 challenge grant that was made available by generous donors for the 2012-13 year. Since that time, we have managed to raise an additional \$120,000, bringing our total donations for the school year to \$525,000.



\$525,000 in donations for 2012-13 helped to raise teacher salaries, acquire equipment for classrooms and facilities, and advance the Home & Distance Education program, among other important strategic objectives.

These funds were a tremendous blessing in many ways—allowing us to provide modest raises and bonuses for our teacher and staff salaries for 2013-2014, helping us to acquire much needed equipment for classrooms and facilities, and accelerating the accomplishment of other strategic priorities, such as advancement of the Home & Distance Education program, which is blessing lives around the world. Congratulations everyone—and THANK YOU for being so supportive of the school and our mission. Please know how grateful we are for each and every one of you who gave so selflessly to this year’s Annual Fund.

Please also know that we will never be “done” raising funds for the school’s mission. We still have many important strategic goals for which significant financial resources will be necessary. Your sacrifice speaks volumes to those who gave before us, and to those who will give in the future!



Rich Weyland, Business Director at AHS, stands in front of the stained-glass window from the old AHS Pleasant Grove building, which he expertly framed for use as a central focus in our annual commencement ceremony. Is there anything Mr. Weyland can’t do?



Congratulations to our Girls and Boys Varsity Basketball teams who placed 1st and 4th, respectively, in the USSA league basketball tournament in our very own “March Madness.”

Faculty News and Notes



Trudy Camp, K-6 Assistant Principal, completed a degree in Business Management, with honors, from University of Phoenix. She was selected from among over 400 students in her class to receive the Student Leadership award and was recognized with a beautiful plaque at the

University of Phoenix commencement ceremony. As if graduation wasn't momentous enough, two weeks later, on May 18, she was married in the Salt Lake Temple to a life-long friend from kindergarten, Guy Neddo. Congratulations, Mrs. Camp (oops...Neddo)!

Rob Swenson, Middle and High School Choir Director, received a scholarship for completion of his third and final year of Kodaly training from Intermuse. Rob and his wife Kristy also welcomed a baby boy, Michael, in April, 7 lbs. 1 oz. and 19 inches. Congratulations, Rob and Kristy!



Mr. Hancock (left) and Mr. Swenson (right) getting into the dance at the annual Dance Festival.

Bailey Savage, Chemistry Teacher, received a teacher scholarship to attend the 2013 AP Chemistry Conference and teacher training.

Kayson Brown, Orchestra Director, received the "Best of State" award in the Music Educator category at the 2013 Best of State Gala. Congratulations, Kayson!

Jolyn Mitchell, Middle School Science Teacher, was married to her sweetheart, Jeff Newman, in March. Congratulations, Mrs. Newman!

Sarah McCormick, 4th Grade Core Teacher, had a baby boy, Alex, in March, 3 lbs. 12 oz. and 16 inches.

Katelyn Smith, 5th Grade Core Teacher, had a baby girl, Madison, in April, 7 lbs. 1 oz. and 19 inches.



Mrs. Sivert, First Grade Core Teacher, showing some spunk at the annual Dance Festival.

Shelly and Jereamie Randall, 6th Grade Core Teacher, welcomed a baby boy, Isaac, in February, 8 lbs. 4 oz. and 21 inches.

MANY of our teachers had *grand*-babies, which is one of our favorite weekly announcements to chuckle about in our morning faculty prayer meetings. Leading the faculty with 32 grandchildren is... (Any guesses? Hint: It's *not* Mrs. Sivert. See the answer on the bottom of page 21)



Dave Roskelley, an AHS parent, poses for a photo with his Sherpa guide en-route to the summit of Mount Everest, which he reached on May 18, 2013. Before he left, Mr. Roskelley made a presentation to the 4th and 7th Grades about the character traits necessary to summit a peak like Everest. Many in the AHS school community have been following Mr. Roskelley's once-in-a-lifetime trek via blog and GPS trackers at <http://roskelleyeverest2013.blogspot.com/>

Distance Education Student Spotlight



American Heritage School has over 700 students participating in Distance Education in 49 states and 19 countries around the world. The following is a graduation essay written by Angie McKee, an AHS Distance Education student who enrolled full-time in

AHS distance education courses for her junior and senior year, and flew out to Utah for the graduation ceremony on May 22. Angie grew up in Pocatello, Idaho. In 2011, she moved to Nashville, Tennessee with her family where her father is currently serving as the mission president. Angie has attended American Heritage through Distance Education for her Junior and Senior year. She is the seventh of ten children, and grew up learning how to work hard. In November of 2012, Angie's mother had a series of strokes that hospitalized her for months. During that time, Angie stepped in to help her father with home and mission responsibilities usually borne by her mother. Angie's hero is Elaine S. Dalton. Angie loves being outdoors and playing sports. She has been involved in basketball, soccer, softball, tennis, bowling, and rugby. Angie has played the piano for 13 years, and enjoys singing around the piano with her sisters. Angie plans on attending one semester at Brigham Young University-Hawaii this fall while preparing for a mission.

In the 2013 General Young Women's meeting, President Uchtdorf said, "Sometimes we become impatient with where we are in our journey, don't we? If you are 12 years old, you might wish you were 14. At 14, you might wish you were 18. And at 18, occasionally you might even wish you were 12 again and could start all over." I have always tried to imagine what it would feel like to be 18, or to be a senior in high school. President Uchtdorf hit it right on the head. I wish that I could do it all over again, but at the same time, I'm excited for the future; for my journey. There are many adventures ahead of me.

I wish I could do it all over again because there were so many memories, close friends, and relationships that were made during this window of time that I

never want to lose. I remember walking into my first year of middle school thinking, "Twelfth grade seems so far away... am I really only half way there?" The friends I made that year are some of my closest friends today. Time is so precious, our journeys are only so long, and if there is one thing I've learned it's not to waste a moment of it because you can't get it back. My dad always taught me that everything we do, we choose it. We choose our attitude, our clothes, our friends—we choose it all. The Lord gave us agency, and it is such a blessing in our lives. I don't want to live in my past, but I do want to use my past to help me with my future. Today I choose to let my windshield in my life stay bigger than my rearview mirror.



Mr. Randall's sixth grade class poses for a picture on Temple Square in Salt Lake City with Elder Quentin L. Cook of the Quorum of the Twelve Apostles, who was present for the sixth grade's recitation of "The Living Christ."



Elder Cook gives the sixth grade students a personal tour of the First Presidency and Quorum of the Twelve Administration Office Building, including his personal office.

Throughout my education from American Heritage I've learned a lot about the principles of the Gospel, and the importance of applying them to our individual lives. My teachers taught me that the concepts I am learning are to help me become someone greater every day. This experience has taught me that I have worth, and even though I'm not perfect, I have the ability to be better tomorrow than I am today. I feel so blessed to have completed my junior and senior years in a school that is Gospel-oriented. I can honestly say my testimony has grown greatly over the past two years. I learned a lot about the principle of individuality in being a part of the distance education program because the teachers were all focused on me, my current situation, and learning speed. I experienced a lot of trials during these two years and my life has changed a lot, but I know it was all a part of the journey. There were always people cheering me on and supporting me along the way; including the teachers at American Heritage School. I know the gospel of Jesus Christ will never change, and it is applicable to any subject and anyone's journey.

I don't know what the future holds for me, but I do know that it will be an exciting adventure! I know that I will enjoy it, and that I will always have the experiences of my past to keep me on track to greater things. I'm very thankful for a Heavenly Father who answers prayers, because I wouldn't be here at American Heritage if he didn't. I'm thankful for a mom and a dad who support me in everything I do. They are the "Nephi's" in my life as they "go and do," even if it means missing out on their daughter's high school graduation. I'm thankful for the teachers I have gotten to know, and their willingness to work with me. My journey this far has been incredible, and if I could do it all again, I wouldn't change a thing.



Teaching is a joy, filled with many glorious moments. It is also a lot of hard work, including long days and, occasionally, "hands and knees" work to get the job done. Thank you, Teachers. We love you!

Latter-day Learning Conference, 5K and Family Field Day Connects with Community

In April, the AHS Latter-day Learning Conference brought together families and students from the AHS distance education community, on-campus community, and many friends and neighbors for a delightful weekend of learning and family fun. Well over 1,000 conference participants of all ages took part in the conference, which began on a Friday with a 5K walk-run and Family Field Day, and concluded on Saturday night with a Family Hoe-Down dance.



Well over a thousand participants took part in the first annual Latter-day Learning Conference in April at AHS, which kicked off with a 5-K walk/run and Family Field Day on a Friday, and concluded with a Family Hoe-Down dance on Saturday night. Homeschool families came from around the country to participate, and many families from the AHS on-campus program participated as well.

The conference sessions on Saturday included tracks for adults and youth, with topics relevant to numerous aspects of teaching and learning in the home. Vendors and book sellers with home school resources and ideas were on hand, including American Heritage School’s booth for the Family School, which sold 70 volumes of the Year One curriculum over the course of the two-day conference.



Runners of all ages participated in the 5-K walk/run that was part of the first annual Latter-day Learning Conference held at AHS in April.

AHS Innovations in Homeschool & Distance Education

Historically, many LDS families worldwide have been attracted to American Heritage School’s model of K-12 education; however, some have chosen not to participate in AHS because tuition is prohibitive for the family, the geographical location of the school is inaccessible, or they simply prefer homeschool to an institutional or “campus” model of schooling.

Out of a desire to make the educational opportunities afforded the students attending American Heritage School more widely available to all families worldwide, regardless of location, socioeconomic conditions, or homeschool preferences, AHS continues expanding its resources to include additional offerings for all of these families.

In addition to its unique LDS-oriented, Christian-character based, on-campus offerings, AHS offers homeschool and distance education curriculum, online courses, and trainings for parents and the community.

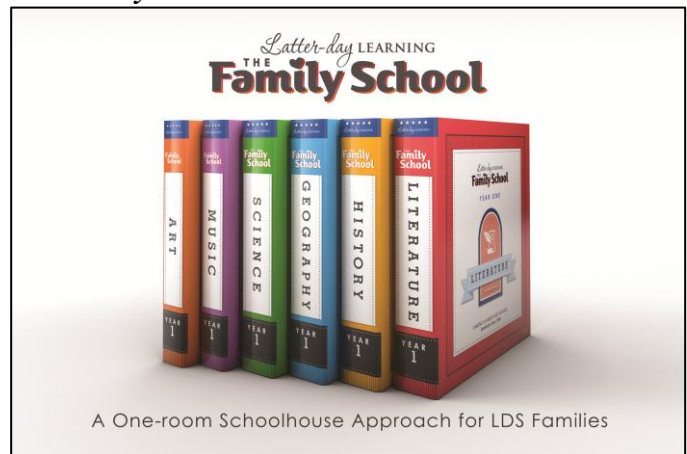
American Heritage School’s Distance Education Program now provides Family School curriculum or Online School courses to approximately 450 homes and 700 students of ages K–12 living in 49 states and 19 countries, constituting approximately 3,500 course enrollments.

By September 2013, American Heritage School expects to offer K–12 curriculum or courses in online, print, e-book, or audio/video formats to approximately 1,200 students in at least 5,400 course enrollments from all 50 United States and many foreign countries.

In future years, AHS plans to develop mobile-enabled courses to enroll many more students worldwide in its interactive distance education courses, including courses offered in Spanish, Portuguese, and Mandarin. AHS’s first e-book is in prototype development now, and we are very excited about it.

The AHS Distance Education Model classifies its offerings within three categories—Family School, Online School, and Parent School—described briefly below:

The Family School: K–6 Curriculum



The Family School is reminiscent of a one-room school house with children of various ages learning together. It includes 180 days’ worth of lessons, assignments, and activities that are easy-to-use and adaptable for use with groups and children of varying ages. Typically, Family School curriculum is parent-guided. However, it is also useful to pre-schools or other educational institutions.



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The Family School lesson topics provided on an annual basis include:

- 36 History Lessons
- 36 Geography Lessons
- 36 Literature Lessons
- 36 Science Lessons
- 18 Art Lessons
- 18 Music Lessons
- Methodology training for parents

The Family School comes with a recommended schedule and access to an online network (www.latterdaylearning.org) for connecting and sharing with other Family School parents and children. The Family School is a multiyear series that will be completed by August 2017.

Online School: 7–12 Courses

The Online School includes AHS's online courses for grades 7–12 (some courses are still in planning and development). These courses apply the philosophy, principles, and methodologies of AHS. AHS Online School offerings include:

RIGOROUS, LDS-ORIENTED COURSES

Courses provide an education founded on the restored gospel of Jesus Christ, coupled with rigorous academics.

FORMAT CHOICES

Online School courses are available in three formats:

- Independent Study
- Consulted (consultations)
- Live (consultations & real-time webinars)

INTERACTIVE MENTORING

In Live and Consulted courses, students receive much more than a packet or software; they also receive personalized tutoring from master teachers.

A DIPLOMA

Students enrolled in online classes can earn an accredited transcript, diploma, and graduate from AHS.

Parent School: Training and Resources

The Parent School will provide training and resources in the "Principle Approach[®]" to help parents understand and apply AHS's methodologies at home.

Parent School trainings & resources will include:

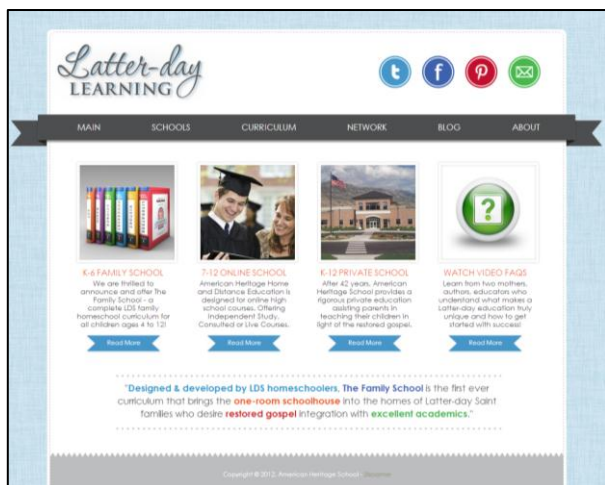
- Annual Foundations Conference
- Recorded Trainings
- Seminars and Webinars
- *The Principle Approach® in Your Home* (booklet, in production)

Parent School topics will include:

- The Principle Approach®
- Remembering Christ as the Foundation
- The Christian Idea of the Child
- Cultivating Christian Self-Government
- Tools & Hints for Maintaining a Vibrant and Orderly Family School Atmosphere
- Our Heritage of Christian Education
- Internal Principles to External Application
- The Power of Word Studies
- And Much More!

AHS Worldwide Network Growing Steadily
LatterdayLearning.org

In July 2012, American Heritage School launched LatterdayLearning.org, which has grown to include a network of nearly 1400 families at the time of this writing, a blog with hundreds of high quality posts, and a curriculum store for AHS Family School and Online School products. This site was created to serve the growing LDS homeschool community, locally and worldwide.



In the summer of 2012, AHS launched the "Latter-day Learning Network," which has grown to include a community of nearly 1400 homeschool and distance education families using AHS curriculum in their homes. Check out LatterdayLearning.org.

Position Openings

For qualifications and details on job openings at AHS, see the "Opportunities" page of our website at the following link:

<http://american-heritage.org/Home/ApplyForEmploy>



Dance Festival 2013. Rebecca Geertsen, pictured above, choreographed her own Ballroom Dance number (a Cabaret style dance) as part of a final project in Advanced Ballroom class.



In the Green Room with Mrs. Perry prior to the AHS Drama Department's production of "Little Women," which ran for three days in the Spring. Well over 1,000 hours of volunteer time were contributed by Wendy Harbaugh (parent) for costume design and sewing.

[Answer to quiz question from page 16: LaReta Brinkerhoff. Her 33rd grandchild is coming in September]

AHS Honor Roll – Third Term

American Heritage School posts the Honor Roll each term for grades 4 and higher. Students qualify for the Honor Roll through exemplary performance in either academics (minimum 3.70 grade point average) or self-government (highest self-government grade of “Outstanding” in all classes).

Allen, Kate	Cook, Clara	Jensen, Sarah	Nunes, Liana
Allred, Isaac	Cosgrave, Carsyn	Jensen, William	Oaks, Brennah
Andelin, Jennis	Cosgrave, Cate	Johns, Joshua	Olayan, Ammon
Andelin, Karen	Coy, Eliana	Johnson, Brenna	Orr, Hope
Andelin, Kathy	Crawford, Magdalene	Johnson, Brock	Ostler, Garrett
Andersen, Rachel	Crawford, Rebekah	Johnson, Lauren	Peck, Kennedy
Andersen, Samuel	Crockett, Joshua	Johnson, Madison	Peterson, Avalon
Anderson, Taylor	Curzon, Nicole	Johnson, Sophie	Peterson, Ethan
Arguello, Valerie	Curzon, Sarah	Jones, Alyza	Pierce, Aubrey
Banks, Megan	Davis, Abigail	Jones, Aryn	Pierce, McKay
Banner, Luke	DeSpain, Dorie	Jones, Daniel	Pierce, McKay
Barlow, Joshua	Duncan, Marinn	Jones, Ella	Pierce, Porter
Beckwith, Elizabeth	Duncan, Misha	Jones, Oak	Raubenheimer, Tanlen
Beckwith, Samuel	Dunn, Joseph	Jorgensen, Jens	Reid, Isaac
Beeson, Oakley	Frazier, Jacob	Jorgensen, Josh	Reyes, Maya Tanner
Bell, Tyler	Gardner, Jacob	Kang, Hyeweon	Reyes, Parker
Bennett, Katherine	Gerlach, Angie	Knecht, Andrew	Rickenbach, Leah
Bigelow, Alexandria	Gerlach, Mary	Knecht, Reed	Rosa, Melanie
Bigelow, Catherine	Graham, Jackson	Larson, Cayla	Roskelley, Ryker
Bigelow, Robbie	Green, Kenya	Larson, Kymberly	Sanders, Madeline
Bingham, Hannah	Green, Tahlia	Law, Matthew	Sanders, Thomas
Blair, Jessica	Griffith, Anna	Le, Beihe (Sunny)	Santiago, Jayson
Blair, Joshua	Gunther, Truman	Lee, Jiho	Selander, Jane
Boden, Aaron	Hales, Christopher	Lofgreen, Carsyn	Sessions, Amber
Boggess, Daphne	Hales, Clarissa	Lytle, Malissa	Sessions, Andrew
Boggess, Ian	Handy, Katelyn	Ma, Haozhen (David)	Sessions, Noelle
Boggess, Jesse	Hansen, Kaleb	Mason, Daniel	Sessions, Stephen
Boggess, Levi	Harbaugh, Paisley	Mason, Kenna	Sheets, Sophie
Bowen, Sarah	Harris, Braelynn	Mathews, Ella	Shelton, Olivia
Brady, Emma	He, Ronal	Maughan, Mckayla	Smith, Taggart
Brandon, Kenzie	Hendrickson, Logan	Maxfield, Aleah	Spangler, Katelyn
Brimhall, Hadley	Higgins, Josh	Maxfield, Landy	Sperry, Joshua
Brown, Mckenna	Higgins, Max	McGhie, Brenden	Story, Allison
Bruno, Kristelle	Hilton, Ivonne	McGuire, Stephanie	Su, John (Rui Tao)
Burr, Jacob	Hilton, Sarah	Miller, Halle	Swim, Hannah
Burton, Anna	Hilton, Scott	Miller, Johnathan	Symonds, Addison
Burton, John	Holmes, Megan	Miner, Karina	Todd, Emma
Burton, Samantha	Holmes, Michael	Miner, Linnea	Todd, Katherine
Bushman, Olivia	Holmstead, Christopher	Monson, Jayden	Tolman, Hannah
Bustamante, Guillermo	Holmstead, Nathan	Monson, Rosie	Tsui, Yaichun (Ethan)
Bybee, Draeton	Holmstead, Ryan	Morris, Michelle	Uhl, Caleb
Bybee, Klaesara	Hu, Xuejun Hu (Angelina)	Mortensen, Laurie	Uhl, Cara
Bybee, Taeven	Huhem, Camilla	Mortensen, Megan	Valverde, Dylana
Carlson, Chelsey	Huhem, Elisa	Mousques, Alessa	van der Beek, James
Carr, Emilynne	Huhem, Natasha	Mulvey, Lauren	van der Beek, Jenaya
Carter, Samuel	Hunsaker, Kaden	Murdock, Hannah	van der Beek, Joshua
Chan, Cynthia	Hunsaker, Parker	Neuhaus, Emily	Van der Watt, Ariane
Chan, Janice	Jacobson, Amanda	Ng, Matthew	Van der Watt, Daisha
Chenn, Madeline	Jensen, Isabel	Ng, Mercedes (Nok Yi)	Vargas, Alexia
Chipman, Amanda		Nielson, Colin	Veach, Sadie
			Veach, Zachary

*Term 3 Honor Roll
(cont'd)*

Vosters, Tahara
 Waggoner, Taya
 West, Rachel
 Wilkins, Mia
 Willardson, Alexander
 Willardson, Ashley
 Willardson, Lauren
 Williams, Ellie
 Woo, Ellie (Sangmin)
 Woolston, Bronson
 Wozzley, Timothy
 Wulfenstein, Jakob
 Spangler, Katelyn
 Sperry, Joshua
 Story, Allison
 Su, John (Rui Tao)
 Swim, Hannah
 Symonds, Addison
 Todd, Emma
 Todd, Katherine
 Tolman, Hannah
 Tsui, Yaichun (Ethan)
 Uhl, Caleb
 Uhl, Cara
 Valverde, Dylana
 van der Beek, James
 van der Beek, Jenaya
 van der Beek, Joshua
 Van der Watt, Ariane
 Van der Watt, Daisha
 Vargas, Alexia
 Veach, Sadie
 Veach, Zachary
 Vosters, Tahara
 Waggoner, Taya
 West, Rachel
 Wilkins, Mia
 Willardson, Alexander
 Willardson, Ashley
 Willardson, Lauren
 Williams, Ellie
 Woo, Ellie (Sangmin)
 Woolston, Bronson
 Wozzley, Timothy
 Wulfenstein, Jakob
 van der Beek, Jenaya
 van der Beek, Joshua
 Van der Watt, Ariane
 Van der Watt, Daisha
 Vargas, Alexia
 Veach, Sadie
 Veach, Zachary
 Vosters, Tahara
 Waggoner, Taya

West, Rachel
 Wilkins, Mia
 Willardson, Alexander
 Willardson, Ashley
 Willardson, Lauren
 Williams, Ellie
 Woo, Ellie (Sangmin)
 Woolston, Bronson
 Wozzley, Timothy
 Wulfenstein, Jakob



The following music was composed by Hope Orr, 12th Grade, in AP Music Theory (Mr. Swenson, instructor). Students were asked to compose an original hymn using 18th Century “voice leading” principles. Hope researched and found an extant text of the hymn “Beautiful Savior” (another version of which is found in the LDS Children’s Songbook). Using the extant text, she wrote the below music and harmonized it using part-writing principles learned in her AP Music Theory course.

Beautiful Savior

Gently ♩ = 92-100

Beau - ti - ful Sav - ior, King of cre - a - tion, Son of
 Fair are the mea - dows, Fair are the wood - lands, Robed in
 Fair is the sun - shine, Fair is the moon - light, Bright the
 Beau - ti - ful Sav - ior, Lord of the nat - ions, Son of

God the great I Am! Tru - ly I'd love Thee,
 flow'rs of bloom - ing spring; Je - sus is fair - er,
 spark - ling stars on high; Je - sus shines bright - er,
 God and Son of Man! Glo - ry and ho - nor,

tru - ly I'd serve Thee, Light of my soul, my joy, — my crown!
 Je - sus is pur - er, He makes our sor - r'wing spi - rit sing.
 Je - sus shines pur - er Than all the an - gels in the sky.
 Praise, ad - o - ra - tion Now and for - ev - er - more — be Thine!

Text: Written by German Jesuits as *Schönster Herr Jesu*, 17th Century;

English translation by Joseph A. Seiss, 1823-1904

Music: Hope S. Orr, b. 1995 © 2013

AMERICAN HERITAGE SCHOOL FOUNDATIONS TRAINING

June 3–6, 2013

General Session for Parents, Teachers, and Guests: June 3, 8:00 a.m. to 3:00 p.m.

Faculty Session: June 4, 8:00 a.m. to 3:00 p.m.

Faculty Retreat & Grade-Level Teamwork: June 5, 9:00 a.m. to 3:30 p.m.

New Faculty Orientation: June 6, 9:00 a.m. to 4:00 p.m.

“How Firm a Foundation”

Essential Practices that Produce Principle Approach® Results



Featuring Breakout Training for Parents, Teachers, and Administrators

Applying the Principle Approach to the Home and Classroom...

The Seven Principles in Practice • The 4-R Reflective Learning Process • Internal Principles to External Application • Celebrating Learning • Reaching All Levels of Learners • Helping Children with Exceptionalities • Healthy Expectations • Accommodation and Accountability • Lesson Preparation Techniques • Curriculum Design • Model Lesson Plans • Applications & Tools for the Home and Classroom • Classroom Management • Cultivating Christian Self-Government • Tools & Hints for Maintaining a Vibrant and Orderly Classroom Atmosphere • Pacing • The Notebook Method • The Christian Idea of the Child • Gaining a Providential View of History – “His Story” • The Power of Word Studies • The Art of Teaching Through Music • Demonstrations of Teaching Literature in the Home • Unlocking Individual Potential • Our Heritage of Christian Education

...Educating Hearts and Minds for Latter-day Families

“The Lord requireth the heart and a willing mind”
(D&C 64:34)

Humility - Faith - Charity - Courage - Self-Government - Virtue - Industry - Wisdom

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AMERICAN HERITAGE SCHOOL FOUNDATIONS TRAINING

“How Firm a Foundation” – Essential Practices That Produce Principle Approach® Results, June 3–6, 2013

Time	Monday, June 3 (Parents, New Faculty & Guests)
8:00–8:15 a.m.	Welcome, Prayer & Devotional
8:15–8:50 a.m.	<p>“How Firm a Foundation” <i>Grant Beckwith, Stan Swim, Dr. Jenet Erickson</i></p> <p>AHS History and Mission • Education Orientation • Principle-based Education • Looking Ahead</p>
8:50–9:30 a.m.	<p>“Methods to Match a Mission” <i>Dr. Jenet Erickson, AHS Teachers</i></p> <p>4R’s • Word Studies • Notebook Methodology</p>
9:30–9:40 a.m.	Break
9:40–9:45 a.m.	Parent/Student Share
9:45–10:30 a.m.	<p>“Methods to Match a Mission” (cont’d) <i>Jill Bigelow, Wendy Meade, Julie Arnold</i></p> <p>Celebrations • Memorizations & Devotionals • Biographies & Story Telling</p>
10:30–10:40	Break
10:40–11:30 a.m.	<p>The Seven Principles of America’s Christian History, Education, and Government <i>Dr. Jenet Erickson</i></p>
11:30–noon	Lunch (On your own)
Noon–12:30 p.m.	<p>Identifying Principles that Reveal God in Music <i>Kayson Brown</i></p>
12:30–1:15 p.m.	<p>“Uniting the Christian Home and the Christian Classroom” Break-Out Sessions for Grade Level Applications from Classrooms and Homes</p> <p style="text-align: center;"><i>K–2: Linda Strong with parents</i> <i>3–5: Angie McIntyre with parents</i> <i>6–8: Laura Yamada with parents</i> <i>9–12: Brigham Dye with parents</i></p> <p>4R-ing Process • Notebook Methodology • Word Study Applications</p>
1:15–1:30 p.m.	Break
1:30–2:30 p.m.	<p>“Uniting the Christian Home and the Christian Classroom” Break-Out Sessions for Grade Level Applications from Classrooms and Homes</p> <p style="text-align: center;"><i>(Break-Out Sessions and Presenters Repeated)</i></p>
2:30–3:00 p.m.	Closing Remarks, Sharing, Q&A (North Auditorium)

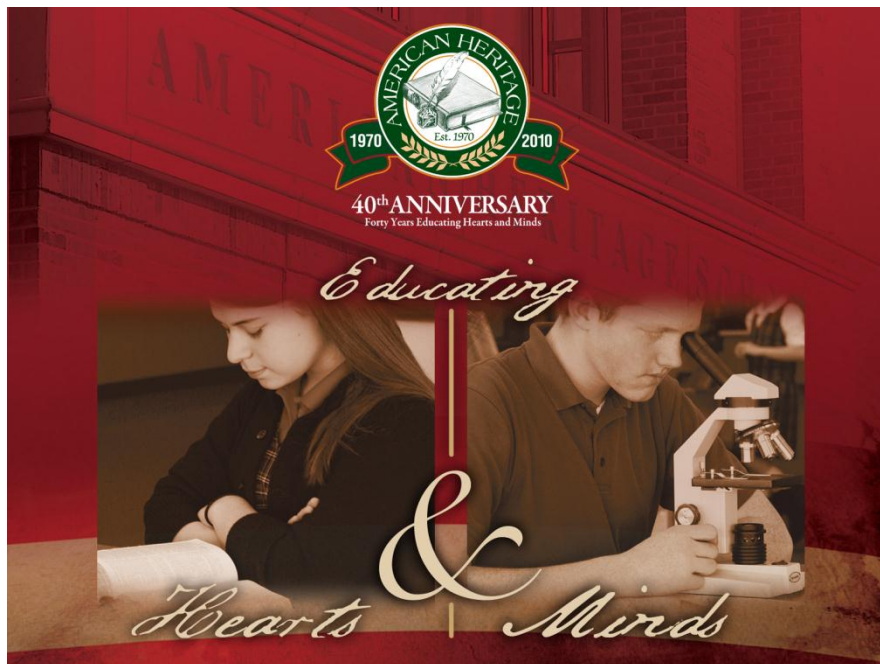
Humility - Faith - Charity - Courage - Self-Government - Virtue - Industry - Wisdom

MISSION STATEMENT OF AMERICAN HERITAGE SCHOOL

American Heritage School exists for the purpose of serving parents in assisting in developing the minds, the hearts, and the bodies of students in order that they may:

1. Be useful in the hands of the Lord in building the kingdom of God on earth;
2. Increase faith in and knowledge of the Plan of Salvation;
3. Develop a love, understanding and appreciation for America and the Founding Fathers;
4. Develop the basic academic knowledge and skills necessary to be able to make self-education a life-long pursuit;
5. Learn to reason and discern between right and wrong, truth and error;
6. Develop character and self-discipline of mind and body; and
7. Conduct themselves in all aspects of life as Christians.

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



VISION STATEMENT

American Heritage School will be an effective educational resource for parents worldwide in assisting children and families to maximize their divine potential.

Welcome to
American Heritage School

Home of the Patriots



"The Lord
requireth the **heart**
and a willing **mind**"

- De&C 64:34



Patriots are sons and daughters of liberty. In the American Revolution, they were minutemen, chosen for their youth, ability, and enthusiasm. They signed a covenant upon enlistment that they would serve as the early response and first defense against the enemy. "**Inspired by a better cause,**" they loved liberty more than life, and fought for a "patriot dream that sees beyond the years" (America the Beautiful, Alma 43:45). **Patriots** at American Heritage School remember all the great patriots who defended our Promised Land, and know that AHS stands for "**Always Honor & Serve**" (AHS Honor Code). The early patriots looked to the Old North Church tower for a signal of their cause. Today, AHS **Patriots** look to **God for strength and direction**, always ready to **stand for truth**. We "**stand fast in the liberty wherewith Christ has made us free!**" (Gal. 5:1)