



# American Heritage School News

March/April 2008

## Message From the Principal

On December 24, 1968, the spacecraft Apollo 8 became the first manned vehicle to circle the moon. The three astronauts on board, including captain Frank Borman, orbited the moon 10 times before firing their engines to head home. At their closest orbital approach to the moon, they came within a mere sixty-nine miles of the desolate, gray surface of the moon.<sup>1</sup>

During their ninth orbit, the astronauts sent photographs back to earth, describing their awe at the bleakness of the moon and sharply contrasting beauty, color and light of the earth so full of life. Borman's photograph of a half earth suspended in space above the moon's horizon is arguably the most famous photograph ever taken from space (the postal service printed it on a stamp).



*Photograph of Earth from Apollo 8  
By Captain Frank Borman, December 1968*

About six weeks before launch, a NASA official had asked Borman if he would be willing to speak to the world through a radio transmission from space. Noting that the crew would be circling the earth on Christmas Eve, the NASA official said, "We figure more people will be listening to your voice than that of any man in history. So we want you to say

something appropriate."<sup>2</sup> In his autobiography, Captain Borman later wrote about the struggle of trying to decide what to say to the world. As he and his crew silently orbited the moon looking out on the vastness outer space and the phenomenon of planet earth and humankind, "there was one more impression we wanted to transmit: our feeling of closeness to the Creator of all things."<sup>3</sup> This was Christmas Eve, December 24, 1968.

When the time came for the broadcast from space, the voices of these men of science and technology came over the air waves with the following words:

*"In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, 'Let there be light:' and there was light. And God saw the light, that it was good: and God divided the light from the darkness."<sup>4</sup>*

They read a full ten verses before Captain Borman finished with "And God said, 'Let the waters under the heaven be gathered together unto one place, and let the dry land appear': and it was so. And God called the dry land Earth, and the gathering together of the waters he called Seas: and God saw that it was good."<sup>5</sup>

Seven months later, on July 21, 1969, Americans landed on the moon. NASA engineers had accomplished an unparalleled mathematical, astrophysical and technical wonder. The famous words "That's one small step for man; one giant leap for mankind" were spoken by Neil Armstrong as NASA broadcast his first step on the moon. But one young man who was watching from home that day, and who would later become the United States Secretary of Education, had already made up his mind about the significance of faith and science as he listened seven months earlier to the "Christmas Eve broadcast from space" – the Genesis broadcast of December 24, 1968:



<sup>1</sup> Borman, Frank with Serling, Robert J. *Countdown; An Autobiography*, New York, William Morrow (1988).

<sup>2</sup> Borman, *Id.*

<sup>3</sup> Borman, *Id.*

<sup>4</sup> Genesis 1:1-4, Borman, *Id.*

<sup>5</sup> Genesis 1:10, Borman, *Id.*

<sup>6</sup> William J. Bennett, et. al., *The Educated Child, A Parent's Guide* (1999), p. 392.

### **Student Submissions**

*A Legacy of Virtue  
(Catherine Bowen, 9<sup>th</sup> Grade)*

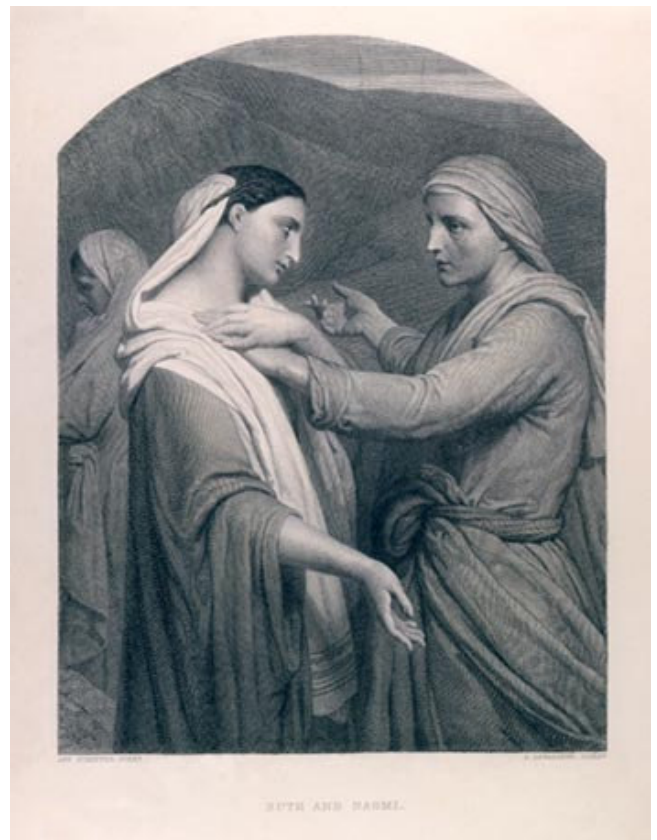
Ruth has bequeathed to me a legacy of virtue, a legacy of covenant keeping. Her legacy of diligently following a covenant is evidenced through every element of literature. Ruth took the crucial steps needed to become a virtuous covenant keeper. She was placed in the necessary setting to take those steps. Ruth's character of a covenant keeper was developed by each choice she made. The theme and style of a glorious covenant can be revealed as the plot and setting of her story are studied. I should exemplify Ruth's faithfulness to the Covenant in all aspects of life as she did.

Ruth first crossed the threshold into the Covenant when she married Mahlon, her first husband. Following Mahlon's death, Ruth's faithfulness to the Covenant was tested. Ruth had to decide whether or not to continue with her mother-in-law. She begged Naomi to take her with her to the land where the Covenant was respected. Ruth made the decision to sacrifice the life that she had known in Moab with her family due to her love of the Covenant. Because Ruth loved the Covenant, she lived it unwaveringly, which led to the blessing of another covenant marriage of protection, love and devotion.

Ruth dwelt in a pagan setting but chose to have the gospel covenant in her life. Ruth married Mahlon in the pagan society. After Mahlon's death, Ruth chose to go to the land of his nativity, Bethlehem. In Bethlehem she would be in an environment of a God fearing people. Upon her arrival in Bethlehem, Ruth chose to reap in the fields of Boaz rather than another field, resulting in an opportunity to further fulfill her

covenant. The Lord placed her where she needed to be to fulfill the Covenant.

Ruth's stunning character flourished more with each choice she made. Choosing to go with Naomi was the major turning point of loyalty to the Covenant. Ruth's choice to go was witness to the fact that Ruth loved the Covenant and would cleave to it her whole life. The choice of gleaning in the fields of Bethlehem to provide for Naomi evidences Ruth's devotion and love for not only the Covenant but for the one who provided a way for her to keep it. Boaz, the owner of the fields in Bethlehem, beautifully described Ruth as "a virtuous woman," proving her love of covenant to the depth of an unfeigned love divine.



*Ruth and Naomi, by Jules Gabriel Levasseur after a painting by Ary Scheffer (New York, late 19th century)*

Ruth emulated a virtuous love and fulfilling of covenant throughout her life. Everything Ruth did illustrated that love. The themes of promise, love, virtue and obedience to the Covenant motivated every action of Ruth's life. People in her town knew that she espoused the virtue of an honest, lasting covenant

with God because of the way she lived it. A covenant such as Ruth's should be the entire theme and basis of my life as it was for hers.

Ruth's eternal promise was presented with beauty and a passionate, poignant love. As she came unto Naomi as she begged, "Entreat me not to leave thee, or to return from following after thee: for whither thou goest, I will go; and where thou lodgest, I will lodge: thy people shall be my people, and thy God my God." (Ruth 1:16). Behold, her love was even to the point of death as she proclaimed, "Where thou diest, will I die, and there will I be buried: and *the LORD do so to me, and more also, if ought but death part thee and me.*" (Ruth 1:17). As Ruth thanked Boaz for his kindness, her expression was enriched as she metaphorically conveyed her gratitude: "The Lord recompense thy work, and a full reward be given thee of the LORD God of Israel, under whose wings thou art come to trust." (Ruth 2:12). Naomi also expressed a blessing upon Boaz, with assonance beautifying the blessing: "Blessed be he of the LORD, who hath not left off his kindness to the living and to the dead." (Ruth 2:20).



*Ruth Meets Boaz*

As I have reflected upon the principles of literature in "The Book of Ruth", I have realized the importance of not only a covenant but the character of the one keeping it. To truly receive all of the blessing offered by the terms set forth under the Covenant I need to do as much as I possibly can to go beyond the requirements and truly serve. I need to get married under the Covenant but I also want to be my very best self beyond that. Being a virtuous woman is one of

the greatest blessings I could ever receive. I want to be a virtuous, covenant daughter of God. I know that the Lord was very pleased with Ruth and her loyalty to His Covenant. I want Him to be pleased with me, too. I want to do better, be better, so that I can see the Lord again and have Him say "Well done my covenant daughter." --Catherine Bowen, 9<sup>th</sup> Grade

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*Wisdom  
(Hope Caldwell, 4<sup>th</sup> Grade)*

An all knowing Father created a plan.  
A roadmap he gave to benefit man.  
In His great wisdom,  
He gave us the prophets,  
To lead and guide,  
That we may abide.

"O be wise, what can I say more?"  
Repent ye, repent ye  
And walk the narrow corridor,  
Advised Jacob of old.  
King Benjamin spoke,  
That serving another,  
Is serving your God.

"Be smart, take the Lord at His word!"  
President Hinckley admonished  
Follow his counsel, learn wisdom;  
Sin will be abolished.  
They teach us of wisdom,  
The prophets of old,  
From graves long, long ago untold.

Noah Webster defines wisdom,  
"The right use or exercise of knowledge,  
The choice of laudable ends"  
Wisdom to me,  
Is obedience to God's command  
To follow the prophets  
To serve my fellow man.  
To learn God's principles  
Correct and true.  
Through our period of probation,  
He will see us through.  
My goal in life,  
Is again to behold,  
His face,



As I pass to eternity,  
And His warm embrace.

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*Faith*  
(Kaitlyn Gunther, 4<sup>th</sup> Grade)

My Father above is always nigh,  
Whenever I'm in want.  
His tenderness will guide me  
Into a heavenly place.

I thank Him unceasingly  
With gratitude throughout.  
I'll always endeavor to follow Him,  
As trials, I encounter.

Into each new untraveled path,  
I'll choose to follow Him.  
In bleak or blissful moments,  
My faith will ever grow.

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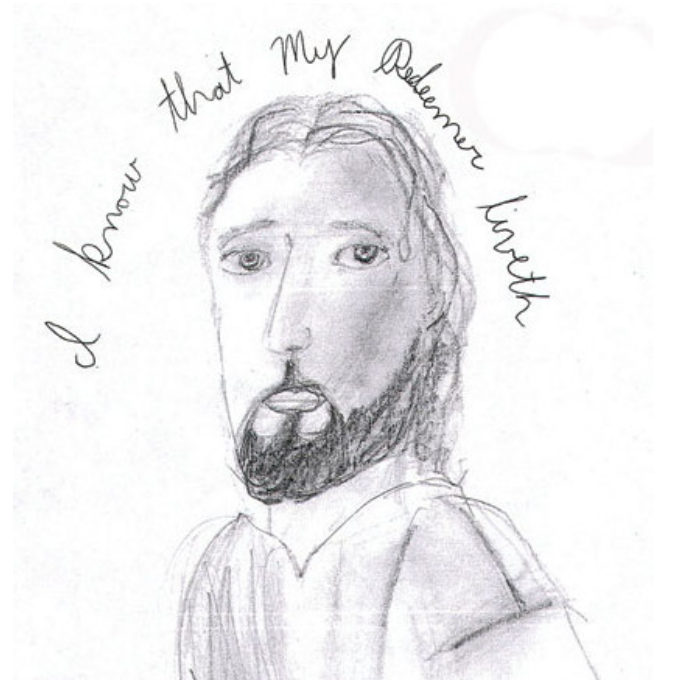
*Word Study on Pride*  
(Eric Heras, 9<sup>th</sup> Grade)

Pride is defined as “inordinate self-esteem; an unreasonable conceit of one’s own superiority in talents, beauty, wealth, accomplishments, rank or elevation in office, which manifests itself in lofty airs, distance, reserve, and often in contempt of others.” (Noah Webster’s 1828 *American Dictionary of the English Language*). “Ye do not remember the Lord your God in the things with which he hath blessed you, but ye do always remember your riches, not to thank the Lord your God for them; yea, your hearts are not drawn out unto the Lord, but they do swell with great pride, unto boasting, and unto great swelling, envyings, strifes, malice, persecutions, and murders, and all manner of iniquities.” (Helaman 13:22).

Pride is number of things. It is an over-assuredness of oneself. It is an over-concern of how others perceive you. It is a catalyst for other sins and potential destruction. Christ never exhibited pride. He never wanted to take credit for anything he accomplished but gave credit to the Father, the author

of the universe and the plan of salvation. Satan, on the other hand, wanted the credit. He gave up eternal salvation because of his pride. Pride makes you think that you can survive on your own, without the Lord’s help. Satan probably loves the bitter irony of our blaming God for our problems and taking personal credit for our blessings. It is important that we remember God in all things and all times. It is as important to develop a relationship with God when times are good so that we know who we can rely on when times are bad. Pride often keeps us from forming a cohesive relationship with the Godhead, the most important relationship we can have.

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*“I Know that My Redeemer Liveth”*  
(Pencil Sketch by Rebekah Folkman, 5<sup>th</sup> Grade)

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*Be Smart! Be Humble!*  
*Get All the Education You Can!*  
(Scott Hilton, 6<sup>th</sup> Grade)

In his talk, *These, Our Little Ones*, President Hinckley counseled readers to raise up their children properly because they are the future of the country and the world. The sources he used included a trip to the circus with his grandchildren, his own experience in

pruning fruit trees as a child, observations from the neighborhood when he was a young boy, the writing of famous authors, the scriptures and a story from Roman history.

In these two talks, the story of Cornelia really stood out to me as a great example of the power of a mother’s love. When she was asked by her friend “where are your jewels” she pointed to her children saying “these are my jewels”. She must have had a great effect on them because they grew up to be some of the very most persuasive and effective reformers of the Roman Republic.

Like Gaius and Tiberius Gracchus, I feel like I have a great mother as well who values me like a jewel. So, I want to grow up in a way that will make her proud as well. To do this, I need to follow President Hinckley’s counsel to be smart, be humble and get all the education I can!

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*“Man and Woman, Love and Honor”  
(Pencil Sketch by Macie Anderson, 5<sup>th</sup> Grade)*

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*Word Study on Peacemakers  
(Ashlie Klingler, 9<sup>th</sup> Grade)*

Peace is defined as “freedom from agitation or disturbance by the passions, as from fear, terror, anger, anxiety or the like; quietness of mind; tranquility; calmness; quiet of conscience.” (Noah Webster’s 1828 *American Dictionary of the English Language*). Christ is known as the “Prince of Peace.” (Isaiah 9:6). Those who take on the name of Christ and claim to be Christian have a duty to stand as a witness of Him. Becoming a peacemaker is an attribute of taking on the name of Jesus Christ and becoming more like him. All peace comes through following Jesus Christ. Satan cannot bring peace. One who obtains peace also obtains happiness; happiness comes through obedience in following Him. “Blessed are the peacemakers: for they shall be called the children of God.” (Matthew 5:9). As I strive each day to become more like Him, I will put an effort into working harder on becoming a peacemaker.

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*Self-Government  
(by Kolston Chinchay, 4<sup>th</sup> Grade)*

Self government is something we should all have.  
My mom said she wants us to be self-governed,  
I try my hardest to do it,  
But sometimes I just can’t!  
My mom says “never say can’t”  
Well I’m going to try,  
And say I can!  
Now that’s something,  
My mom would be proud of!

**2008/2009 Admission & Openings**

Thanks to the entire school community for your timely enrollment applications for 2008/2009. We have had an outstanding response from current patrons and community applicants. Admission letters will be mailed by May 15 for most applicants. We still have a few seats available in various grades. If you are aware of families that might be interested, please encourage them to apply (instruct them to call first to confirm whether there are openings). Currently, all of our teachers have expressed their intent to return next year with exception of Mrs.

Geslison in 6<sup>th</sup> Grade - whom we congratulate on her acceptance to graduate school in Virginia. We will announce the new 6<sup>th</sup> Grade teacher not later than May, along with other new faculty members who will be joining us (math, science, orchestra, art, library, and first grade).

*We are looking forward to a terrific 2008/2009 year!*

### **2008 Freedom Festival Essay Contest Finalists**

Many of our students participated in the 2008 Freedom Festival Essay Contest, entitled "American Values: Family, Freedom, God, and Country". Congratulations to all who wrote essays and thank you for your great work! Thanks also to the essay judging committee for the many delightful hours they spent reading and judging student essays!

**Freedom Festival Essay Finalist** The following essays are the overall school winners and were sent to the Freedom Festival to be judged against other schools in the region:

#### **1<sup>st</sup>-3<sup>rd</sup> Grade Division**

Breesa Nawahine  
Brody Anderson  
Joseph Rose

#### **4<sup>th</sup>-6<sup>th</sup> Grade Division**

Elizabeth Bowen  
Madeline Glenn  
Matthew Brown

#### **7<sup>th</sup>-9<sup>th</sup> Grade Division**

Michael Morris  
Aja Tolman  
Sarah E. Bowen

**School Winners** Below are the students whose essays won for each grade level within American Heritage School:

1<sup>st</sup> Grade: Levi Clawson (first), Seth Graff (second) and Hinckley Miller (third); Honorable mentions Eliza Lee and Caleb Brown.

2<sup>nd</sup> Grade: Kenna Mason (first), Natalie Miner (second), and Caleb Uhl (third); Honorable mention, Wylder Smith.

3<sup>rd</sup> Grade: Breesa Nawahine (first), Brody Anderson (second), and Joseph Rose (third); Honorable mentions Megan Holmes and Spencer Hart.

4<sup>th</sup> Grade: Bryce Graff (first), Katharine Bennett (second), and Christopher Hales (third); Honorable mention, Dillon McSpadden.

5<sup>th</sup> Grade: Matthew Brown (first); Merrick Carr (second), and Sasha Morales (third); Honorable mentions Audrey Houghton and Kyle Allred.

6<sup>th</sup> Grade: Elizabeth Bowen (first), Madeline Glenn (second) and Andrew Sessions (third).

7<sup>th</sup> Grade: Sarah Bowen (first), Hannah Tolman (second), and Michelle Morris (third); Honorable mention, Hannah Stoddard.

8<sup>th</sup> Grade: Erika Brown (first), Rebekah Willey (second), and Steven Duncan (third).

9<sup>th</sup> Grade: Michael Morris (first), Aja Tolman (second), and Catherine Bowen (third).

### **Building Expansion Campaign Update**

Thank you to the many families who have contributed to the "Educating Hearts & Minds Building Expansion Fund"! We are making significant progress toward our \$4 million end-of-year goal. With our 5-to-1 matching grant, we have now raised nearly \$700,000 thanks to donations small and large from so many of you!

Apart from our specific dollar-amount goal, we encourage all families at the School to help us achieve our participation goal of 100% of our current families giving a donation, small or large, which will demonstrate to major donors the broad commitment level of the families who are currently here. We are all beneficiaries of sacrifices and contributions from families who went before us! Let's continue to build upon this legacy that will extend into the future for generations to come!

***Fraser Bullock, Jon Schmidt to Headline  
Special AHS Capital Campaign Gala***

We are pleased to announce that Fraser Bullock and special musical guest Jon Schmidt will be headlining the upcoming "Educating Hearts & Minds" Capital Campaign Gala, to be held on Thursday, April 24<sup>th</sup> at American Heritage School. In an effort to raise much-needed resources for the physical expansion of our facilities, this exciting event will be a special, invitation-only event for members of the community who feel strongly about the mission of faith-based education and who are in a position to provide significant financial support to the School. The event will include dinner, entertainment by professional musical artist John Schmidt, and a special AHS children's choir and program.



Mr. Bullock is widely considered to be one of the most influential leaders in Utah business and venture capital circles. A founder and managing director of Sorensen Capital, Mr. Bullock was the President and CEO of the Salt Lake Organizing Committee for the Olympic Winter Games in 2002.

He was later called and sustained as an Area Authority Seventy in April 2003. For more background on Mr. Bullock, please see the following link:

[http://www.sorensoncapital.com/fraser\\_bullock.html](http://www.sorensoncapital.com/fraser_bullock.html)

If you are acquainted with someone that you believe the School should consider inviting to this very special event, please contact Mr. Beckwith.

**Calendar at a Glance**

<b>Mar 14</b>	<b>Teacher Inservice, No School</b>
Mar 14	Family Lecture Series 7:30 p.m. Dr. Jenet Jacob (For All AHS Parents)
Mar 14	Third Term Ends
Mar 17-21	Standardized Testing Week (All-School)
<b>Mar 28</b>	<b>Teacher In-Service-No School</b>
Apr 1	Silly Sock Day
Apr 2	4 <sup>th</sup> -6 <sup>th</sup> Grade Spring Concert 12:30 p.m.
Apr 2	7 <sup>th</sup> -9 <sup>th</sup> Grade Spring Concert 2:00 p.m.
Apr 3	3 <sup>rd</sup> Grade Devotional 2 p.m.
Apr 4	3 <sup>rd</sup> Grade Devotional 8:40 a.m.
<b>Apr 11</b>	<b>Teacher In-Service-No School</b>
<b>Apr 14-18</b>	<b>Easter Break-No School</b>
Apr 23	All-Parent Meeting
Apr 22-23	Science Fair
Apr 25	Mid-Term (4 <sup>th</sup> Term)
Apr 28-May 2	Teacher Appreciation Week

**The American Heritage School  
Music Department**

*Proudly Presents*

**"Spring Sing"**

**Wednesday, April 2<sup>nd</sup>**

**4<sup>th</sup>-6<sup>th</sup> Grades, 12:30 p.m.**

**7<sup>th</sup>-9<sup>th</sup> Grades, 2:00 p.m.**

**American Heritage Auditorium**



Please wear the concert dress set forth below to school on Wednesday, April 2:

Girls: Friday dress uniform with dark tights and Sunday dress shoes.

Boys: White long-sleeved Sunday dress shirt, with the Friday uniform dress pants, dress shoes, dark socks and tie.

If you have any questions please contact Mrs. Hancock at [chancock@ahsmail.com](mailto:chancock@ahsmail.com) or 642-0055 ext. 323.



### Positions Available

The following positions are open for the 2008-2009 school year. Health and retirement benefits available for FT positions. Applications are being accepted through April 15, 2008.

**High School Science Teacher** (PT/FT) (new opening for 10<sup>th</sup> Grade Biology; advanced math helpful.)

**Math Specialist** (PT/FT) (new opening, focusing on grades 6-10 through basic and second level algebra (Algebra 1 and 2)

**First Grade Teacher** (FT) (new opening, in addition to Mrs. McNamara and Mrs. Sivert)

**Sixth Grade Teacher** (FT) (for Mrs. Geslison who has been accepted to graduate school; congratulations Mrs. Geslison!)

**Orchestra Instructor** (PT) (new opening, for grade 7-10 orchestra)

**Librarian** (FT) (new opening)

**Art Teacher** (PT-elementary grades) (Mrs. Culver will remain and focus on junior and high school art students)

**Daytime Custodian** (PT/hourly).

See the "Opportunities" page of our website for more details.

<http://american-heritage.org/Opportunities.htm>

*Non-discrimination Notice: American Heritage School does not discriminate against any employee, student, employee applicant or student applicant because of race, creed, color, religion, sex, age, national origin, physical and/or mental disability.*

### Congratulations AHS Basketball!

American Heritage School's inaugural basketball season was a great success and LOTS of fun! Congratulations to all four of our boys and girls teams, each of whom won some games, lost some games, and had a terrific time in the process! Also, many thanks to our super coaches, James Stoddard, Ken Roberts, Fred Roberts, and Erica Eyestone, as well as all the many parents who so diligently provided transportation to and from games! Thank you everyone and well done! See you on the court next year!

### Spring Soccer is Here!! (7<sup>th</sup>-9<sup>th</sup> Grades)

American Heritage School's inaugural soccer season has finally arrived! We are pleased to announce that all of the students who have participated in tryouts will be on either the boys or girls team. Games will begin Thursday, March 27 (game schedule forthcoming from the league). If you are unable to come to the first few practices, but are interested in playing soccer this year, please contact Mr. Hunsaker at 642-0055 ext. 304.

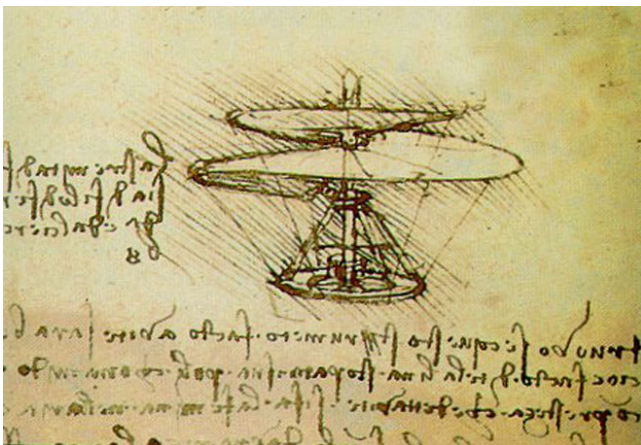
Please note that the \$75.00 participation and uniform rental fee is due not later than March 17th, 2008. Students who have not paid the fee by that date will not be allowed to practice until the fee has been paid.

We look forward to a fantastic soccer season! Go AHS Eagles!



## **Science & Invention Fair!!**

The annual American Heritage School Science & Invention Fair will be held April 22-23. Participation in the Science & Invention Fair is mandatory for all fourth, sixth and eighth grade science students and optional for all other students in the School. Sixth and eighth grade students are producing science projects using the scientific method and all 4<sup>th</sup> grade students are producing an invention. Fifth and seventh grade students will receive extra credit in science if they choose to participate in the fair.



*Leonardo Divinci's Original Helicopter Concept*

### **Please note the following guidelines for 6<sup>th</sup> and 8<sup>th</sup> Grade participants:**

- Students should approve the project with their parents and with Mr. Miller prior to starting.
- As you work, identify and apply the steps of the scientific method. Thinking through the process of the scientific method, then applying each step, is one of the most important learning experiences associated with the science fair.
- Make sure the project presents a specific question that can be solved through the proper use of research and documentation. Don't worry if your hypothesis ultimately proves inaccurate! Attention to the scientific method is far more important than the accuracy of the hypothesis.
- Each project should include a poster board display to explain the project, as well as a written paper to provide detailed

documentation to be evaluated by the Science Department.

- Each project will be displayed in the gymnasium for other students and parents to view the innovative work of our students.
- Any components of a project that are potentially harmful if touched or ingested should be brought to the attention of Mr. Miller prior to being put on display.

### **Please note the following guidelines for all 4<sup>th</sup> Grade participants:**

The criteria for the 4<sup>th</sup> Grade Inventions and point allocations (150 total points possible) are as follows:

1. *A self-supporting upright display.* (No larger than 36" x 36") This display should contain:

- a. A title of the model or prototype (5 pts.)
- b. A statement of purpose (10 pts.)
- c. A diagram of the device (10 pts.) The best and detailed drawing should be here.
- d. A description or explanation of how the invention works and how the invention might improve life today or in the future. (10 pts.)

2. *A journal (log) of your ideas and work.* This will help show the originality of your idea, and it will allow you to track the steps in your inventive process. The journal should be organized with dividers labeled A-F. Make sure to date and initial your log every time you work on your invention. (5 pt.) Each journal section should contain the following:

- Journal Section 2A: The first four steps to creating your invention should be described in this section ("Steps to Creating an Invention" will be sent home separately with students) (50 pts. ). After you have identified your invention, you may continue with Journal Sections B-G.
- Journal Section 2B: Describe all your ideas, make a drawing of your ideas, tests, work and results using Steps 5, 6 and 8 of "Steps to Creating an Invention". (20 pts.)
- Journal Section 2C: Keep records of the costs of the materials (Step 7 of "Steps to Creating an Invention") (10 pts.)

- Journal Section 2D: Answer the question “What problem does your invention solve”. Use as much detail as possible and use complete sentences. (10 pts.)
- Journal Section 2E: Answer the question “Who might benefit for your invention?”. Use as much detail as possible and use complete sentences. (10 pts.)
- Journal Section 2F: Answer the question “What makes your invention unique or different from others?”. Use as much detail as possible and use complete sentences. (10 pts.)

Make sure to use a folder or binder to organize your invention journal and label all dividers as indicated above!

All projects and inventions are due on April 22<sup>nd</sup>. Start working on your projects early! Start now! Good luck students!

### ***Junior High and High School Open House Wednesday, April 23<sup>rd</sup>***

On Wednesday, April 23<sup>rd</sup>, we will be holding an all-school open house for any families and students at the school that are interested in meeting junior high and high school teachers, learning more about the junior high and high school programs, and giving feedback to administration on upcoming plans for our 2008-2009 year. We hope also to have newly hired teachers available that evening to meet you. We are very excited about our direction and momentum and hope that you will join us on April 23<sup>rd</sup> to learn more about it!

### **2008/2009 Daily Schedule Reminder**

As previously announced, we continue to remind you that the following schedule changes will take effect with the 2008/2009 academic year:

- All grades 7 and higher will attend classes on a 5-day per week basis. This is a change to the current schedule of approximately every other Friday as a non-school day for teacher inservice. Inservice training for teachers in

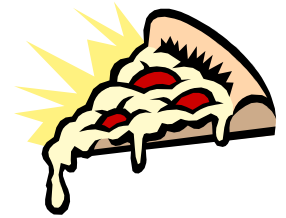
grades 7-10 will be conducted on various “early out” days during the calendar year.

- All grades 7 and higher will begin classes at 8:10 a.m. and conclude the day at 3:10 p.m. This is a change to the current 8:30 a.m. to 3:05 p.m. schedule and will accommodate the schedules beginning in 7<sup>th</sup> grade as outlined in the “High School Update Letter, January 9, 2008”. The start-time for early morning seminary is a CES decision and will be announced as soon as we confirm a minimum number of early morning seminary students and CES assigns a teacher.

The daily schedule for grades K-6 will remain unchanged (begin classes at 8:30 a.m. and conclude the day at 3:05 p.m.) As is currently the practice in most classrooms, beginning at 8:15 a.m., teachers in grades K-6 will provide supplemental enrichment activities (“early bird specials”) for students who arrive early and are awaiting the 8:30 bell. As always, if families have special circumstances pertaining to arrival or dismissal, we will be as flexible as possible to accommodate those schedules.



### Pizza Monday Sign-ups for May

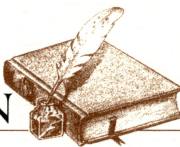


This is your pizza-ordering sheet!  
Your students' pizza orders will be for the entire month.  
The cost is \$1 per slice.

May 5 <sup>th</sup> , 12 <sup>th</sup> , 19 <sup>th</sup>					
Name of Student (First & Last Name)	Teacher	Pepperoni	Cheese	Ham	Total Pieces
Total ordered					
				X 3 weeks =	
Total price					\$

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AMERICAN HERITAGE

SCHOOL & FAMILY EDUCATION CENTER

FAMILY LECTURE SERIES

WITH



Jenet Jacob

"PARENTING WISELY IN A  
TOO-MUCH-OF-EVERYTHING WORLD"

Today's parents feel pushed to do more for children, provide more experiences and opportunities—and in less time because of overloaded schedules. Toys and entertainment overflow, electronic gear takes over the home, schedules become frantic, and we begin to feel disconnected from the things that matter most. It's time to take a deep breath and ask ourselves how to parent wisely in today's world.

Dr. Jenet Jacob is currently an assistant professor in the School of Family Life at Brigham Young University where she teaches classes on everyday family life and parenting. She completed a PhD at the University of Minnesota where she worked with Dr. Bill Doherty on cultural conversations around issues of parenting in an overscheduled, hyper-techno, supersizing culture. In January, 2007, she was invited on the Today Show to discuss the issue of out-of-control birthday parties and its effects on parents and children. Prior to her PhD work she taught for the Linguistics department at Brigham Young University. The first Board Member of American Heritage School who is also an AHS Alumna, Dr. Jacob was nurtured in a love for America and an education grounded in the scriptures and the restored Gospel. She is the fifth of eleven children, a daughter of James and LaDawn Jacob, and a granddaughter of H. Verlan and Shirley Andersen.

Date:	Friday, March 14, 2008
Time:	7:30 pm - 9:00 pm 7:00 - 7:25 pm Reception Boardroom
Place:	American Heritage School 736 N. 1100 E. American Fork directly east of Mt. Timpanogos Temple
Who:	All are welcome - ages 14 and up
Cost:	Free
Info:	<a href="mailto:mpatch@ahsmaail.com">mpatch@ahsmaail.com</a> or 642-0055

*The Family Lecture Series is free and open to the public ages 14 and up.  
Our next lecture is Friday, September 12, 2008*