



American Heritage School News

November & December 2011

Message from the Head of School

“Consecration is the only surrender which is also a victory. It brings release from the raucous, overpopulated cell block of selfishness, and emancipation from the dark prison of pride.”¹

For the first few years of my professional life, I rode a train to work. Candice and I were just starting our family, and we had a little townhome in Falls Church, Virginia, right next to the West Falls Church Metro stop. My office was in downtown Washington D.C. in the Federal Triangle district of Pennsylvania Avenue, between the White House and the Capitol.



“Oh Come, All Ye Faithful.” The American Heritage Youth Chorus and Children’s Choir performs at “An American Heritage Christmas” on December 10. Sacred music is a powerful tool in the AHS model of character education—inviting the Spirit to work on both hearts and minds.

Some of my best reading and pondering was had on those train rides, which also included a short walk on both ends. I loved those walks. The Spring brought cherry blossoms, dogwoods, and rhododendrons; the Summer brought interesting people from all around the world; the Fall brought striking color like I had

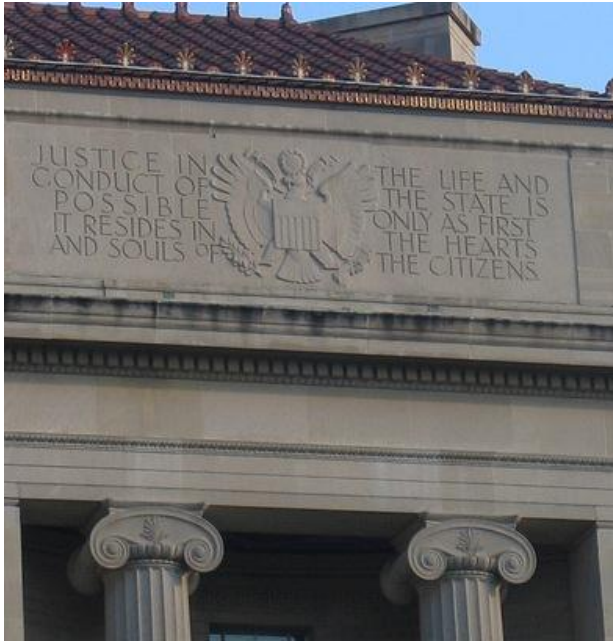
In This Edition

Message from the Head of School	1
Founders Classics.....	6
Student Submissions	6
Calendar at a Glance	7
BYU President to Address AHS Graduates	8
International Student Spotlight	8
Service-Learning Travel Opportunities.....	9
National Geographic Bee Finalists.....	10
Spelling Bee Winners.....	10
Art Students Win Top Honors in Local Contests...11	
Science Program Blends Faith and Discovery	11
Tips and Tools for Parents	14
Students Serve Through Study of Psalm 23.....	15
High School Students Research in BYU Library ...	16
ACT Standardized Test Scores Report.....	16
College Counseling Information	16
College Scholarships and Finance Tips	17
AHS Launches Online Bookstore	18
AHS Offers Activities to Utah Homeschool Families.....	19
AHS Serves Families Around the World	19
Visit from AHS Students in Tennessee	20
AHS Launches “Latter-day Learning” Blog	20
Health & Safety Bulletin.....	20
New Year’s Party to Benefit AHS Orchestra	22
Performance Surveys Now Available	22
Faculty News & Notes	23
Positions Available	23
Honor Roll – First Term.....	26

never seen before; and the Winter brought a sacred kind of reverence to the memorials at every pass and byway.

Each morning, as I walked down Pennsylvania Avenue toward my law office, I would pass the Department of Justice. On the northwest exterior corner was an inscription – visible from the street, but high enough that passers-by might miss it unless they were looking carefully:

“Justice in the life and conduct of the state is possible only as first it resides in the hearts and souls of the citizens.”²



“Justice in the life and conduct of the state is possible only as first it resides in the hearts and souls of the citizens.”
 (Plato, inscription on the northwest façade of the U.S. Department of Justice building, Washington D.C.)

There was something about this inscription that was at once profound and unsettling to me: profound because it touched an eternal truth—that private virtue is the only sure foundation for public virtue; and unsettling because it reminded me that my legal career was a *good* way to bring about public virtue, but not the *best*. The *best* had something to do with hearts and souls, not cases and arguments.

The Lord works mostly in quiet and consistent ways. It was about this time that our first child was born, and a dear friend named Gaylord Swim arrived for a congratulatory visit, cardboard tube in hand. We spent a lovely Sunday afternoon together. I had never seen him laugh so much as he did when he played with our little six-month-old Sam. I had also never before heard him talk about a private school called American Heritage. This was the Spring of 2002, and we had known each other for seven years. As the afternoon wore on, he extracted from the cardboard tube the architect’s renderings for the nearly completed campus. Here “Humility.” Here “Faith.” Here “Virtue.” He described an extraordinary little school that worked on hearts in the truest way possible—with Christ at the beginning and end of it all.

Gaylord did not ask me to join the school, or to donate to the school. He was simply sharing something that influenced him and his family through the years. Though I may not have recognized the Lord’s hand in all of this at the time, I can see it now. The thoughts and feelings pressing themselves upon my heart that day were consistent with those I felt each time I passed the inscription on the Department of Justice building, “...only as first it resides in the hearts and souls of the citizens.”

Gaylord unexpectedly passed away three years later. Shortly after his funeral, I received an invitation to put my hand to the American Heritage wheel.

Consecration in Education

The history of formal education in America has deep roots in Christian theological and character education.³ For example, the 1636 rules of Harvard stated:

Let every student be plainly instructed and earnestly pressed to consider well the main end of his life and studies is to know God and Jesus Christ which is eternal life (John 17:3) and therefore to lay Christ in the bottom as the only foundation of all sound knowledge and learning. And seeing the Lord only giveth wisdom, let every one seriously set himself by prayer in secret to seek it of Him (Prov. 2, 3).⁴



Serving at Deseret Industries on AHS Spirit Day. In addition to serving at the school, students also served at the AF Hospital, Development Center, and visited school neighbors with Christmas caroling and gifts.

These requirements changed very little in the next two centuries.⁵ In fact, so firmly was Harvard dedicated to this goal that its two mottos were “For the Glory of Christ” and “For Christ and the Church.”⁶



American Heritage Lyceum Philharmonic students are inspired, even as they inspire others with their music.

Recently, they performed with David Archuleta at Abravanel Hall, where they shared the stage with him during his announcement about his decision to serve a full-time LDS mission.

In a recent address given at the National Association of Independent Schools annual conference, the president of one liberal arts college lamented how far American education has come in abandoning those roots:

To understand the imperviousness of our leading educational institutions to a world on fire, and the public’s tolerance of this complacency, it is necessary to look at the framework of values in which education currently operates—more precisely, to confront the absence of a framework of values. Despite widespread enthusiasm for education, we persist in treating it as absent any intrinsic value.... Questions such as “What kind of world are we making?” “What kind of world should we be making?” “What kind of world can we be making?”—move off the table as beyond our ken. Incredibly, neutrality about such concerns is seen as a condition of academic integrity. In contrast to every other major social institution in our society – law, health, business, government, media, and religion – where we have clear ideas about

their distinct purposes, education remains a blank slate on which virtually anything can be written.

In Helen and Robert Lynd’s Middletown, published in 1929, the president of the Muncie, Indiana school board summed it up: “For a long time, all boys were trained to be President. Then for a while we trained them all to be professional men. Now we are training boys to get jobs.”⁷

America’s early charters on “good education” had it right: one of our highest callings as parents and educators is to teach the rising generation not just to be President—but to be consecrated to God. That may sound like a job best left to churches, and maybe in the ritualistic sense of the word, it is. But consider the following definition of “consecration” from 1828:

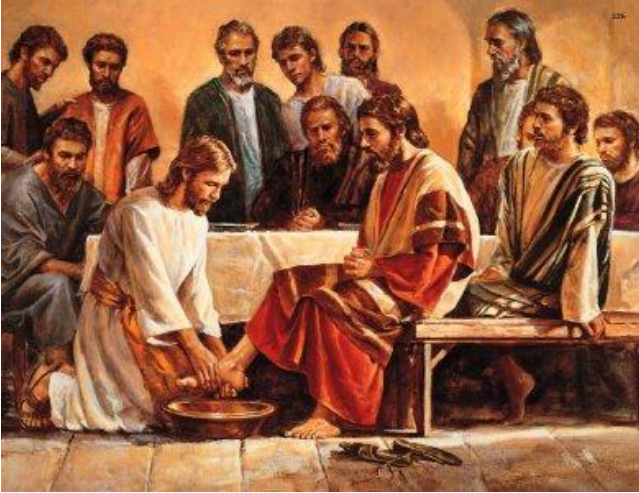
CONSECRATION: The act or ceremony of separating from a common to a sacred use, or of devoting and dedicating a person or thing to the service and worship of God... Consecration does not make a person or thing really holy, but declares it to be sacred, that is, devoted to God or to divine service...⁸

Could there be any more appropriate task of a teacher than to elevate minds and hearts from the common to the sacred?

Consecration versus “Holding Back a Portion”

Thanksgiving, Christmas, and the New Year combine to make one of the most beautiful and significant “consecration seasons” of the year. They also expose much of our frailty, doubt, and pain. Motivations are on full display, ranging from fear, to exchange, to various forms of love – the purest and most powerful of which was exemplified in Gethsemane. There is a fitting kind of order to these three holidays: Thanksgiving sharpens our sense of gratitude, which prepares us for Christmas, during which we behold the Giver of All Blessings, who has the power to change everything about us—not only for the New Year, but for every year.

On my office wall directly facing my desk is a large painting of Christ washing the feet of his disciples. It is a constant reminder (and sometimes a painful one) of the true role of a “servant-leader” and “servant-teacher.”



It also reminds me of Peter – who demonstrated one of the most beautiful examples of a consecrated heart in all of scripture:

After that [Jesus] poureth water into a bason, and began to wash the disciples' feet, and to wipe them with the towel wherewith he was girded. Then cometh he to Simon Peter: and Peter saith unto him, Lord, dost thou wash my feet? Jesus answered and said unto him, What I do thou knowest not now; but thou shalt know hereafter. Peter saith unto him, Thou shalt never wash my feet. Jesus answered him, If I wash thee not, thou hast no part with me. Simon Peter saith unto him, Lord, not my feet only, but also my hands and my head.⁹

Compare Peter's example of consecration with an encounter that he had some time later with Ananias and Sapphira, who committed to giving all of the proceeds from the sale of a certain possession, but “kept back part” of the proceeds, laying the offering at the apostles' feet as if it were complete.¹⁰

Ananias and Sapphira had likely given a great deal already. They must have been good people, who had done much.¹¹ But their holding back a portion was like a leaky bucket—they rationalized that “surely it is

all right to leave just a few little holes for ourselves.”¹² Of course, this kind of thinking rendered their vessel unfit for its purpose. It was not about giving more money. It never really had been. It was more about total and complete integrity.

An appearance of public virtue, while privately holding back a portion, is a seemingly small—but almost always devastating—form of self-deception. Ultimately, as Peter rightly concluded, holding back a portion is not necessarily a lie unto men, “but unto God.”¹³

One final example of consecration is worth noting. As the Mormon movement grew in the 1830's and 1840's, the prophet Joseph Smith ended up with a mixture of friends and foes – with occasional difficulty knowing who was who. Some of those who denounced him were his close friends. The Prophet became so troubled by this, that he sometimes tested the people around him.¹⁴ As one Church historian described it:

On one occasion, the Prophet vigorously chastised Brigham Young - accusing the latter of something he had never done in what was clearly a harsh, cruel, unfair manner. When the Prophet had finished the rebuke, everyone in the room waited for the response.



Brigham Young loved the Prophet Joseph Smith, and the two frequently counseled together. Brigham's last words were “Joseph, Joseph...” (life-size bronze, private commission, Young Fine Art Studio).

Brigham Young rose to his feet. He was a strong man. He could have responded: "Now, look, haven't you read that you're not supposed to rebuke in public, but only in private?" Or "Brother Joseph, doesn't it say something in the revelations about persuasion, and long-suffering, and gentleness and meekness?" Or, "You're dead wrong. It's not so." But he said none of the above. In a voice everyone could tell was sincere, he said simply, "Joseph, what do you want me to do?" The story says that the Prophet burst into tears, came down from the stand, threw his arms around Brigham, and said, in effect, "Brother Brigham, you passed."¹⁵

Holding back a portion—even when we believe (and maybe *especially* when we believe) that our identity or self-image will suffer in surrendering our will—often reflects a mistaken understanding of our individuality.¹⁶ We will not lose our identity if we consecrate ourselves, and allow our will to be “swallowed up in the will of the Father.”¹⁷ Just the opposite. As Elder Maxwell so eloquently taught, “Our individuality is actually enhanced by submissiveness and by righteousness. It is sin that grinds us down to sameness—to a monotonous, single plane.”¹⁸



“Consecration is the only surrender which is also a victory. It brings release from the raucous, overpopulated cell block of selfishness, and emancipation from the dark prison of pride.” (Neal A. Maxwell, 1926-2004)

As we begin 2012 together at American Heritage, I express my deep and sincere gratitude to the many consecrated teachers, students, parents, board members, and administrative staff of the school. You are my friends, my mentors, and my inspiration. If there is public virtue in what we are doing—and there certainly is—it resides first in the hearts and souls of you who comprise our school community.

And if American Heritage ever ceases to be a consecrated school, to look and act like other common schools of our day—then who needs it? Not tuition paying parents, and certainly not donors who sacrifice so much for an uncommon cause like ours.¹⁹ We will not cease to be a consecrated school, because our people will not cease to be consecrated disciples of Christ.

May the Lord bless each of us in the new year with a “new heart.”²⁰ And may we rejoice in that sweet renewal, as did Peter: “*Lord, not my feet only, but also my hands and my head.*”²¹

Sincerely,

Grant Beckwith
Head of School

¹ Neal A. Maxwell, *Ensign*, November 1992, p. 66.

² Plato

³ See David Barton, *Original Intent*, pp. 80-85.

⁴ *Id.* The vast majority of Ivy League schools had similar founding charters and missions, including Princeton, Yale, Columbia, Dartmouth, Pennsylvania, and Brown.

⁵ *Id.*

⁶ *The Harvard Graduates' Magazine* (Manesh, WI: George Barna Publishing Co.), September 1933, p. 8, from the article “Harvard Seals and Arms” by Samuel Eliot Morison, reprinted in David Barton, *Original Intent*, pp. 80-85.

⁷ Elizabeth Coleman, President, Bennington College, *The Revolution Starts Now: Why It is Time to Reclaim Education's Connection to Our Democracy*, delivered at the 2011 NAIS National Conference.

⁸ Noah Webster 1828

⁹ John 13:5-9

¹⁰ Acts 5:3

¹¹ Neal A. Maxwell, *Discipleship and Scholarship*, BYU Annual University Conference, 1975, reprinted in *Educating Zion*, p. 201 [Maxwell, *Discipleship and Scholarship*].

¹² See Elder Oaks AHS commencement address 2011 where the “leaky bucket” metaphor was employed on the topic of honesty.

¹³ Acts 5:4

¹⁴ Truman Madsen, *Joseph Smith, The Prophet*, p. 87-88.

¹⁵ *Id.*

¹⁶ Maxwell, *supra*, *Discipleship and Scholarship*, at 202.

¹⁷ *Id.* Mosiah 15:7

¹⁸ *Id.*

¹⁹ A similar sentiment was expressed by President Jeffrey R. Holland in a speech he gave to the BYU school community in 1988. See *A School in Zion*, reprinted in *Educating Zion*, BYU Studies, p. 145.

²⁰ Ezekiel 36:26, 11:19, and 18:31

²¹ John 13:9

Founders Classics



The following is an address to the American Heritage School community that was written but never delivered by Gaylord Swim, who was scheduled to speak at an American Heritage School Family Lecture Series event on January 7, 2005. In late 2004, Mr. Swim was diagnosed with advanced-stage cancer, and by the time of the

event in early January 2005, he was physically unable to deliver this address.

http://american-heritage.org/Content/Docs/Newsletters/January_2008.pdf

Mr. Swim passed away in February of 2005. At the time of his passing, Mr. Swim had served as Chairman of the American Heritage School Board of Directors for over a decade. We encourage each AHS family to take a few minutes to read and understand this important piece of our School’s history.

Student Submissions

The following are responses to a 4th grade physics question: “How is visible light from the sun similar to the light of Christ?”

“Light from the sun helps us see where we need to go to get to places, just like Christ’s light leads us on the path that leads us to the Celestial kingdom. They help you see things as they are. They guide us on the right track.” (Emily Anderson)

“Christ helps us see more clearly in spiritual ways, and so does the sun. Christ will help us through our life. Without Christ we wouldn’t be here. Without the sun we would die.” (Aaron Boden)

“The light of the sun brightens everything we see. The light of Christ brightens the paths we should choose and our lives.” (Truman Gunther)



“They are both bright. Sunlight warms us up. Jesus and Heavenly Father’s light warms us up spiritually. Sunlight makes plants grow. Jesus and Heavenly Father’s light helps us grow spiritually.” (Reed Knecht)

“You could not see without either of them. You couldn’t live without either of them. They’re both so bright that you can’t look at them. They are both helpful to everyone. They are both warm. They both light up the entire world.” (Mia Wilkins)

“They help us lead the way. They let us feel warm. They both reflect on us. We can help people with them.” (Joseph Bailey)



Recently, the high school chemistry class did a foundations word study on “matter” in preparation for their study of the law of conservation of matter (the basic principle that matter cannot be created or destroyed in an isolated system).

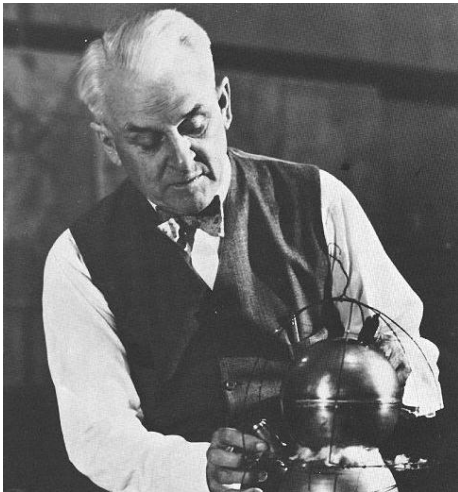
“On Conservation of Matter”

By Carlynn Raubenheimer, 11th Grade, Chemistry

Doctrine and Covenants 93:33 “For man is spirit. The elements are eternal, and spirit and element, inseparably connected, receive a fulness of joy.”

God is eternal, and so is matter. There is a story in which a scientist says to God, “God, I will make humans out of dust, just like you did.” God responds, “Show me, my son.” The scientist does what he says, and returns to God, “Look, I have created my own man out of dust, just like you.” God looks at the scientist, and says, “Very good. Now make your own dust to create this man.” The moral of this story is that man is nothing without our Heavenly Father. God creates eternal matter that can neither be destroyed nor re-created. It has always been there, and will continue to be that way. Matter is anything that occupies space, and that is everything. It covers the whole universe. Matter is a very expansive word.

In the hymn “If You Could Hie to Kolob,” we sing, “There is no end to matter, there is no end to space.” Our mere mortal minds do not understand this. We feel there must be a beginning and an end—but not for God.



Harvey Fletcher, a brilliant LDS scientist, physicist, and engineer, agreed not to take credit for a Nobel Prize that could well have been awarded to him, in part because he understood that “character is higher than intellect.”

Calendar at a Glance

January 2012

- 3 School Resumes
- 7 (Sat.) ACT Boot Camp 8:00 a.m. - 12:00 noon (Lecture Hall)
- 10 Geography Bee (4th-8th) 8:40 a.m.
- 12 ACT Boot Camp 4:00 p.m. - 8:00 p.m. (Lecture Hall)
- 13 Teacher In-Service – No School (K-6)
- 14 (Sat.) ACT Boot Camp 8:00 a.m. - 12:00 noon (Lecture Hall)
- 16 Martin Luther King Jr. Day – No School
- 18 Required Parent Meeting 7:00-8:00 p.m.
- 19 Student Talent Show (7-12) 7:00 p.m.
- 19 Second Term Ends
- 20 Teacher In-Service – No School (K-12)
- 25 First Grade Devotional – Sivert 8:40 a.m.
- 26 First Grade Devotional – Soderstrom 8:40 a.m.
- 27 First Grade Devotional – McNamara 8:40 a.m.
- 27 All Kinder attend PM 12:00-3:00 p.m.
- 27 Dance Festival K-12th 2:00-3:00 p.m.
- 27 Family Hour of Great American Stories 7:00 p.m.
- 30 Principal’s Assembly (K–6)
- 31 Principal’s Assembly (7–12)
- 31 2012-2013 Priority Registration Due for Current Patrons

February 2012

- 3 Teacher In-Service – No School (K-6)
- 8 Parent Organization Meeting 8:30 a.m.
- 9 Patriotic Program Technical Rehearsal 8:40 a.m.
- 9 Patriotic Program Dress Rehearsal 8:40 a.m.
- 10 Patriotic Program Matinee 10:00 a.m.
- 10 Grandparents Day, 8:30 - 11:30 a.m.
- 10 Patriotic Program 7:00 p.m.
- 11 ACT Test 8:00 a.m. - 12:00 noon (Lecture Hall)
- 11 Valentine’s Dance (14 and up) 8-11:00 p.m.
- 14 Valentine’s Day Parties 2:00-3:00 (K-6)
- 16 Mid-Term
- 17 Teacher In-Service – No School (K-6)
- 20 Presidents Day – No School
- 21 2012-2013 Open Registration Begins
- 21-23 Book Fair Tu. 12-3 p.m. W & Th. 8 a.m. – 8 p.m.
- 21-23 AHS Science Fair (Required 4th, 6th, 8th, 9th-12th)
- 22 Parent Teacher Conferences 4:00 – 8:00 p.m.
- 23 Parent Teacher Conferences 4:00 – 8:00 p.m.
- 24 Teacher In-Service – No School (K-12)

President Cecil O. Samuelson to Serve as AHS Commencement Speaker 2012



We are honored to announce that Elder Cecil O. Samuelson, President of Brigham Young University (Provo) and emeritus member and one of the former seven presidents of the Seventy, has accepted our invitation to serve as the 2012 commencement speaker for our graduation

ceremony to be held Wednesday, May 30, 2012. For more about President Samuelson's life and service, see the following link.

<http://president.byu.edu/p/bio>

International Student Spotlight



Although the phrase "Educating Hearts and Minds," might sound simple, it was a powerful attraction to the heart and mind of one Korean student who came to America seeking an opportunity for a complete education. In speaking about her decision to attend American Heritage

School, Jieun Yang says, "I still remember the impression I got while I was touring American Heritage School. I was affected not only by the physical aspects of this beautiful building with its huge recreational hall, clean restrooms and friendly class rooms, but also by the conviction I sensed in the administrators and teachers towards the school's mission. All of those factors made me decide to come to the school."

Jieun continues, "Two years later, I love the school even more deeply than I did before. I have gained so many positive thoughts and experiences through attending this school. American Heritage School is different from previous schools that I have attended as

an international student. Through the help of kind teachers and students, I feel accepted and involved in this school."

Jieun has been instrumental in developing the "I.U.W.E" American Heritage Service Association. In speaking about her commitment to service, Jieun states, "While at this school, I have also learned the importance of serving others. I think that part of the reason I am motivated to serve others is because I am aware of the blessing that I have to attend this wonderful school." The club name stands for the phrase, "I Unite, Work, and Educate through serving others."

Jieun is grateful for the wonderful opportunity she has to learn from other amazing students and teachers every day at American Heritage. She believes that all of the marvelous experiences and relationships she has made while she has been a student at American Heritage School have added bright color to her life.



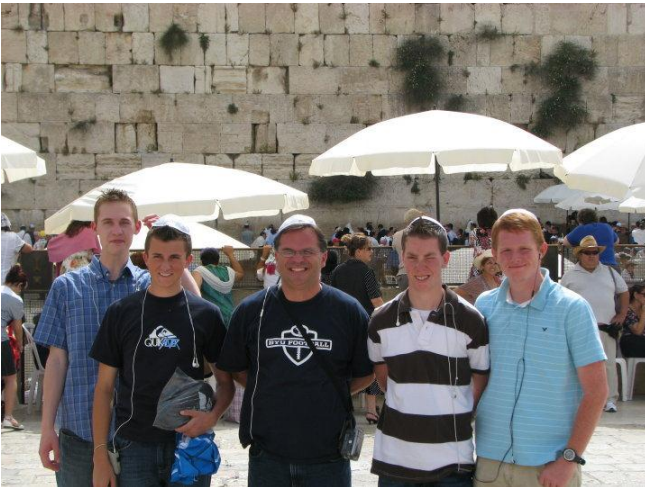
The principle of Christian stewardship—that we are personally responsible as stewards of everything God has given us—helps students to understand that caring for their classrooms and equipment is a measure of gratitude to God.

Service Learning Travel Opportunities 2012

We are pleased to provide the following details of optional service-learning travel opportunities for AHS students and families in 2012.

Mexico City, Mexico

During March 5-12, 2012, AHS students and their family members will begin AHS's 2012 "Service-Learning in Mexico" trip on the campus of Benemérito, an LDS Church-owned high school in Mexico City. The group will participate in service projects, visit the ancient city of Teotihuacan, participate in school and stake firesides, serve in the gorgeous city of Queretaro laying cement floors, lodge with LDS host families, attend a stake dance, and accompany LDS missionaries in visiting less active church members. There is still time to join. Bring your desire to serve! No Spanish language expertise is required. If you cannot travel with us and would like to support this service learning project, there are AHS students who want to go but need sponsors to help them afford the trip. Total cost: approximately \$1,300 (depending on airfare). For more information contact Mr. Ruel Haymond (rhaymond@ahsmaail.com, 801-592-5648) or High School Principal Leland Anderson (landerson@ahsmaail.com, 801-642-0055 ext. 307).



Mr. Haymond and AHS students wear yarmulkes on their heads before approaching the wailing wall in Jerusalem, May 2010.

The Holy Land

We are pleased to announce the 2012 "In the Footsteps of Jesus" Israel Tour, April 21-May 2, 2012. Sites include Jerusalem, Bethlehem, Caesarea,

Sea of Galilee, Nazareth, Jericho, Garden Tomb, Gethsemane, and much more. Join AHS families, LDS Travel Study, and tour guide Dr. Craig Ostler (alumnus of American Heritage School and BYU Religion Department faculty member) for a life changing experience in the Holy Land. Total cost is \$2,435 not including air (approximately \$3,900 with transatlantic air). Dr. Ostler will also be providing seminars at American Heritage leading up to the tour, which can be taken for credit by any student joining the tour. See attached flyer for full details and itinerary. Contact Mr. Beckwith, if you are interested in joining (gbeckwith@ahsmaail.com).



AHS 7th Grade Scholars on the steps of the US Supreme Court in Washington D.C. AHS students have opportunities to travel and learn at various times and in various grade levels. These experiences are impactful from a character-building and service perspective.

Washington D.C., Virginia, and Maryland

All seventh-grade students are invited to join Mrs. Updike on a Historical Tour of Washington D.C. and surrounding areas this coming June 7-15, 2012. In this intensive nine-day trip, seventh-grade students will visit such places as Williamsburg (VA), Surrender Field, Yorktown Victory Center, the grave of Thomas Nelson, Vietnam War Memorial, Korean War Memorial, World War II Memorial, Fort McHenry, National Harbor, Iwo Jima Memorial, Capitol Building, Supreme Court, Library of Congress, Aerospace Museum, Smithsonian Museum of American History, Mount Vernon, Ford's Theater, The White House, Farragut Square, New York Avenue Presbyterian Church, Sculpture Gardens, and The National Archives. Cost is \$2,800 per student.

For more information, please come to an informational meeting on January 12, at 7:00 p.m. in the Lecture Hall or contact Mrs. Lauri Updike (lupdike@ahsmail.com).

Shakespearean Festival, Cedar City, Utah

All AHS eighth grade students are invited and encouraged to attend an optional 2-day tour to Cedar City's Shakespearean Festival on AHS's annual eighth grade "Shakespeare Tour" this June or early July (specific dates and plays to be announced soon). Guided by Ms. Yamada and Mr. Griffith, this tour has been a favorite annual celebration that inspires eighth grade students in their love of classical drama and literature. Estimated cost is \$200 (probably less, depending upon numbers). For more information, please contact Ms. Yamada (lyamada@ahsmail.com) or Mr. Griffith (agriffith@ahsmail.com).



Local field learning experiences are also an important part of AHS methodology at all grade levels... as is eating together!

National Geography Bee

Classroom Geography Bees concluded before Christmas break. The winners of the class bees will compete in the all-school geography bee to be held on January 10 at 8:40 a.m. The all-school winner will be afforded the opportunity to compete in the state level bee, in hopes of moving on to the National Geographic Bee in Washington D.C. The winner of the national bee receives a \$25,000 scholarship and a trip to the Galapagos Islands!

Congratulations to our ten finalists: Taylor Anderson,

Nathanael Budge, Rebecca Crawford, Jared Crowder, Sarah Jensen, Oak Jones, Ella Mathews, Ethan Morrill, Madison Smith, and Caleb Uhl, and alternate Conner Uhl.

We are so grateful to Karen Richardson, AHS 6th grade teacher, who is heading up the Bee this year and has put much effort into making it a success!

Congratulations Spelling Bee Winners!

We experienced a frabjous first term celebrating language through spelling words with a total of 20 classroom Spelling Bees at American Heritage School. Class winners will receive recognition in their classrooms. We thank the second through eighth grade homeroom teachers for their time and effort in administrating the Spelling Bees. Good work, teachers! Also, many thanks to Andy Griffith for serving as our pronouncer in the All-School Bee.



Congratulations to Connor Uhl, 8th Grade, from Ms. Yamada's class, our School winner, who will represent AHS at the regional 2012 Utah Valley Spelling Bee on Saturday, March 25, 2012 at the Scera Center for the Performing Arts in Orem. The Spelling Bee starts promptly at 9:00 a.m. for any who would like to support Connor.

And yes, frabjous is a word (not a misspelling or typo): Frabjous \`frabjus\ [no alternate pronunciation(s)] Part of speech: Adjective Definition: wonderful (combination of fabulous and joyous)

SENIOR SPELLING BEE WINNERS

(Grades 2-8)

- First Place - Connor Uhl
(Ms. Yamada's 8th Grade)
- Second Place – Ethan Morrill
(Miss Stone's 4th Grade)
- Third Place – Caleb Uhl
(Miss Richardson's 6th Grade)

JUNIOR SPELLING BEE WINNERS

(Grades 1-3)

- First Place - Jenaya Vanderbeek
(Mrs. Morrill's 3rd Grade)
- Second Place – Jenny Bryner
(Mrs. Carver's 2nd Grade)
- Third Place – Noelle Sessions
(Mrs. McIntyre's 3rd Grade)



Students cleaned floors, chairs, bleachers, tables, and came to appreciate the words “custodian” and “steward” during the inaugural AHS Spirit Day.

AHS Art Students Win Top Honors in Regional Art Contests

Artwork from American Heritage students was entered in a few local art contests this year.

Winners of the American Fork “Christmas in the Rotunda Art Show” were:

- Jeffery Logan – Kindergarten
- Eliza Fichialos – First grade
- Aeyan Gomm – First grade

- Elise Boden – First grade
- Marinn Patch – Second grade
- Ashleigh Johnson – Fourth grade

The Art Show was on display at the library through December. All 38 American Heritage elementary art student entries received a participation ribbon. Special ribbon of excellence went to the six artists above, who also received a \$5.00 cash award.

Separately, the works of 16 AHS students were entered for the 26th Annual “Lamb of God Christmas Art Show” at the Springville Art Museum. The awards ceremony was held on Saturday, December 3. We are very excited to report that the works of four AHS students – Anna Griffith, Eliza Fichialos, Jeffrey Logan, and Cailee Young – received special recognition, \$10 awards, and were chosen for display at the Springville Art Museum.



Cailee Young was one of various AHS art students whose work won regional recognition in Christmas art contests.

Many thanks to Mrs. Heidi Boden, our wonderful elementary art instructor, for terrific work with our art students. Congratulations, everyone!

AHS Science Department Inspires Faith, Discovery, and Scholarship

American Heritage School is known for its excellence in history and English instruction, however, AHS also provides students and families with excellent science

instruction. Student inquiry, research, and laboratory experiences are at the heart of AHS's science program, which teaches students the scientific methods of research (observation, inquiry, measurement), reasoning (inquiry, hypothesis, experimentation), relating (drawing conclusions and discussing relevance and applicability), and recording (to facilitate the scientific method and communicate results). It is truly exciting to watch our Science Scholars continue to develop an appreciation for the beautiful creations that surround us, and learn to recognize principles of truth in Science that reflect the nature of our Divine Creator. Following is a K-12 report:

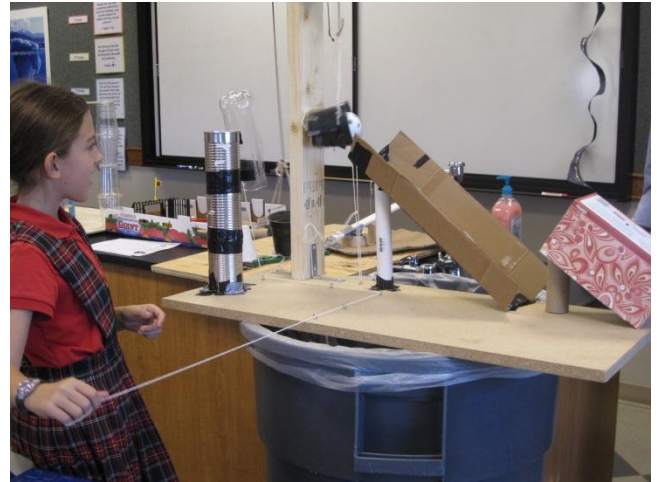
Kindergarten students are currently enjoying the study of zoology. They were privileged to enjoy a visit from museum curators for the BYU Bean Museum. The curators also brought with them a bearded dragon, a corn snake, and a tortoise.



First Grade students have been studying the composition of machines and culminated their study by building their own catapults.

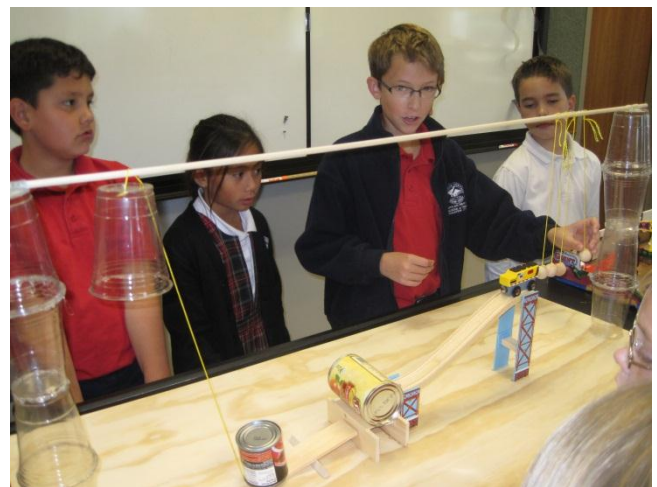
Second Grade students have been enjoying the study of astronomy and have been busy observing the moon and the planet Jupiter which was particularly bright this past month. They also enjoyed a visit to the BYU Planetarium.

Third Grade students are currently studying cytology and have been writing mini-biographies on famous scientists.



Fourth Grade students are just beginning oceanography. Please look for their large wall mural depicting creatures from the ocean. It is located just outside of the science room.

Middle School students in grades six and eight are currently preparing for the science fair. They have already created a hypothesis and topic statements for their projects. AHS students are also enjoying many great labs. A recent lab on enzymatic browning revealed that lemon juice is the best chemical to stop the process of enzymatic browning. Our Middle School science students are also studying different types of mixtures.



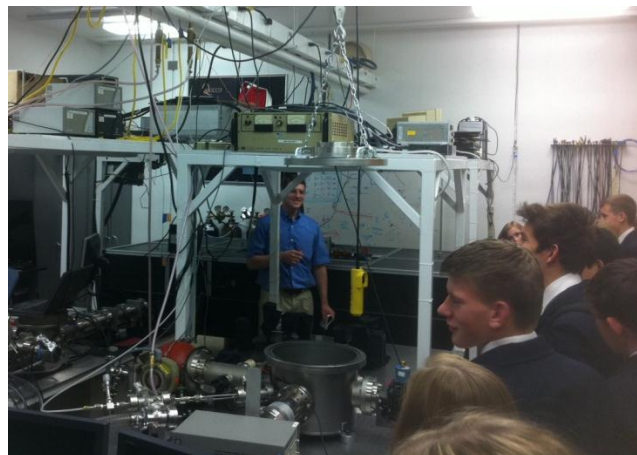
Students in AHS's upper school grades (7-12) have participated in many noteworthy labs this year, with many additional and exciting labs to come second semester.

Grade 7-8 Science Labs. During first semester, seventh and eighth grade science students participated in multiple laboratory activities to learn in a “hands-on” way about atomic and molecular modeling, enzymes, enzymatic breakdown inhibitors, and chemical reactions. Labs included modeling atomic and molecular structures of molecules (such as water and simple chemicals), creation of various forms of homogeneous and heterogeneous mixtures, and a “fruit-browning” laboratory experiment, in which students exposed different kinds of fruit to solutions such as sugar water and lemon juice, or left them in the open air (the control group). They carefully recorded their observations about how the enzymes broke down the fruit and changed the fruit-color. Students also experimented with reactants such as baking soda and vinegar to discover the chemical formula and learn about chemical reaction product formation of carbon dioxide gas. Students “related” and “recorded” each experiment by discussing underlying principles and applications of each concept.

Biology Labs (Grades 9-10). In first semester Biology labs, students used AHS’s new microscopes to observe cellular division of white fish cells. They also used various chemical reactions to create pH scales. In the second semester, AHS biology students will be using AHS’s new spectrometer to learn about the molecular and chemical properties that make plants vary in color. They will also be using the electrophoresis equipment to isolate penicillin-resistant genetic DNA segments and then transfer the resistant DNA segments to recipient bacteria to create a penicillin-resistant bacteria. Students will also conduct laboratory observations using *Drosophila* “fruit-flies” to discover how genetic variations result in offspring with red-eyes or “wild-type” (white) eyes, and transparent or opaque wings.

Chemistry Labs (Grade 11). Students at AHS participate in at least one Chemistry lab per unit. So far this year, students have participated in Chemistry labs to calculate the density of an unknown solid, flame tests using various solutions of metal ions in which each metal gives off a different flame color when burned, and a simulated half-life and radioactive decay using pennies to demonstrate the concepts related to carbon-dating and issues related to radioactive waste. In January, students will be mixing

solutions to discover combinations that produce precipitates. Additionally, chemistry students are participating in student-selected authentic inquiry projects in which students choose science-related topics that deeply interest them and pique their curiosity (e.g., infectious diseases, genetics, alternative energy sources, etc.).



High school students visit the BYU laser lab for a presentation from Dr. Michael Ware on subatomic particles, quantum physics, and principles of Christian leadership in science.

Physics Labs (Grade 12). Throughout the first semester of this year, physics students studied classical mechanics including labs studying one-dimensional motion, two-dimensional projectile motion, circular motion, simple harmonic motion with springs and pendulum, Newton’s three laws, conservation of momentum, and conservation of energy. Mrs. Crystal Budge has also worked with AP test writers to implement new-AP Level testing in our high school in preparation for the now-under-revision AP tests, which require students to demonstrate problem solving and written communication skills. Students taking these tests in October and December performed very well on these challenging assessments. Second semester study includes fluid mechanics (including hydrostatics), introductory optics, thermodynamics, and electricity and magnetism. During the final month of the year, students gain a beginning level mastery of topics of modern physics, including special and general relativity, quantum physics, and cosmology.

***Tips and Tools for Parents:
Reading with Your Children***

By Trudy Camp

American Heritage School recognizes the value of family reading time, and of reading to children. The School encourages parents and families to set aside time and space for reading “the best books” together on a regular basis.

Christmas Break is a wonderful time to snuggle under a warm blanket on the living room sofa and read as a family. In December, many families enjoy counting down to Christmas by reading at least one Christmas-related book each evening until Christmas Eve, when they read Luke 2 in “pageant-style” with family members dressing and acting out each special part of the Christmas Story. Many blessings come to families who read together:

1. Parents who read with their children build a lifelong interest in reading. Inspiring children to be actively involved in the process of reading at an early age is key to establishing a lifelong interest in reading.
2. Children whose parents read to them tend to become better readers and perform better in school, according to the National Center for Education Statistics.
3. Reading to children helps them develop language and speech.
4. Reading expands children’s vocabulary and teaches children how to pronounce new words.
5. Reading to toddlers prepares them for school, during which they will need to listen to what is being said to them (which is similar to what they do while being read to).
6. Reading to older children contributes to understanding grammar and correct sentence structure.
7. Children and parents can use reading time as bonding time. It is an excellent opportunity for one-on-one communication, and it provides children with attention they crave.
8. Being read to builds children’s attention spans and helps them hone their listening skills.



Father and son celebrate AHS Spirit Day together.

9. Curiosity, creativity, and imagination are all developed while being read to.
10. Being read to helps children learn how to express themselves clearly and confidently.
11. Children learn how to apply gospel principles through appropriate behavior when they're read to, and are exposed to new situations, making them more prepared when they encounter these situations in real life.
12. When read to, children are able to experience the rhythm and melody of language even before they can understand the spoken or printed word.

In addition to the benefits of reading to children that are listed above, the following verse, oft-used in American Heritage School Foundations Trainings, poetically emphasizes the value of parents reading aloud to their children:

*You may have tangible wealth untold:
Caskets of jewels and coffers of gold.
Richer than I you can never be—
I had a mother who read to me.*

– Strickland Gillilan

President Gordon B. Hinckley related the following about reading:

Emerson was once asked which, of all the books he had read, had most affected his life. His response was that he could no more remember the books he had read than he could remember the meals he had eaten,

but they had made him. All of us are the products of the elements to which we are exposed.

President Hinckley continued:

Parents know that their children will read. They will read books and magazines and newspapers. Cultivate within them a taste for the best. While they are very young, read to them the great stories that have become immortal because of the virtues they teach. Let there be a corner somewhere in the house, be it ever so small, where they will see at least a few books of the kind on which great minds have been nourished. (Gordon B. Hinckley, Standing for Something, pg. 163-164)

In accordance with the above ideas, we encourage all families to establish family reading resources and traditions. Happy reading!

Students Serve Through Study of Psalm 23

Recently, AHS Seventh Grade Scholars in Mrs. Meade's and Mrs. Updike's classes studied sheep in connection with Psalm 23 – and ended up serving needy families at the same time. The students embarked on a project to raise money to contribute a sheep to a needy family in an underdeveloped nation. This was done in conjunction with Heifer International. Since 1944 this organization has worked to bring help, healing, and hope to millions of impoverished families worldwide. In its first 67 years, Heifer has assisted more than 13.6 million families in more than 125 countries.

In areas where hunger and despair once prevailed, Heifer programs have reinvigorated communities through livestock, training and "Passing on the Gift." Heifer International works in the areas of livestock and agriculture to develop programs that alleviate hunger and poverty. Their field staff is comprised of specialists and their programs are considered among the most successful in the world. A family receives the gift of an animal(s), is trained in its care and then passes along the gift by giving another family in the community one of their animal's offspring.

The goal was for each scholar to earn \$2.00 on his/her own, but it was entirely optional. Together both classes earned just over \$150, enough to send a sheep to one family and a hive of bees to another family.



The sheep represented the students' study of and love for Psalm 23; the hive and bees helped the students to understand the principle of industry—and was most appropriate coming from a group of young scholars in Utah! Mrs. Updike reported that "This project helped us become 'undershepherds' in emulating the Good Shepherd."



U.S. President Reports in 5th Grade! All elementary school classrooms at AHS, and many other rooms as well, have been equipped with voice amplification technology for teachers and students. Studies show significant learning outcome advantages for classrooms equipped with this kind of technology.

AHS Students Conduct Scholarly Research at BYU Library

*By Kathy Andelin
11th Grade AHS Scholar*

On Thursday, November 17, American Heritage School’s junior and senior high school students took a research field trip to Brigham Young University’s Harold B. Lee Library, which Princeton Review consistently ranks among the nation's Top Ten University Libraries. The library offers approximately 98 miles of shelving for more than 8 million items in its collections. The field trip was planned so that we, as students, could have material available to us that is not easily accessible elsewhere for our senior and junior thesis research. This material was available for us to study that morning for several hours.

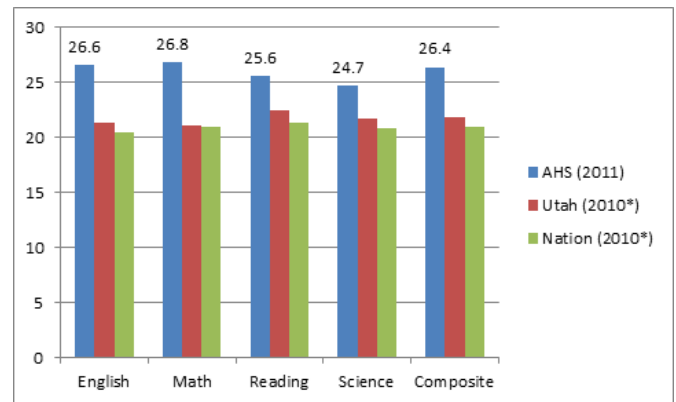
The library's motto, “...learning by study and also by faith,” can be incorporated in our own learning as we study from a gospel perspective. As we studied in the library we had several people ask us where we were from. This was an opportunity to be good representatives of our school. At noon, we ate lunch at the BYU CougarEat and students played soccer, met with family members, and visited the BYU Bookstore. This was an excellent privilege for us as students, not only to have outstanding sources available, but also to experience a college campus and look forward to the future.



Students take a break from their studies to participate in the AHS “Library Rescue Project” cataloguing hundreds of books in the upstairs library for future access and circulation.

AHS Students Post Increasingly Strong ACT Scores

AHS scholars earned record high ACT scores this Fall, with several students scoring in the 30’s. The average composite ACT scores climbed almost a whole point above last year’s already high average (25.5) to a new average of 26.4. The following graph and table below reflect AHS scores in comparison with state and national averages. Congratulations, AHS scholars!



	English	Math	Reading	Science	Composite
AHS	26.6	26.8	25.6	24.7	26.2
Utah	21.4	21.1	22.5	21.7	21.8
Nation	20.5	21	21.3	20.9	21

*Source:
http://www.act.org/news/data/10/pdf/profile/Utah.pdf?utm_campaign=cccr10&utm_source=profilereports&utm_medium=web

College Preparation Information

During the first semester of 2011-2012, Mr. Anderson (landerson@ahsmail.com) and Mrs. Jacob (ejacob@ahsmail.com) met with all 12th grade students in an annual college preparation and counseling interview. The purpose of the meetings was to review progress toward high school graduation and counsel together regarding college preparation plans. Additionally, college preparation and counseling meetings with all 10th and 11th grade students are being scheduled during January 2012. AHS will contact each family to set up appointments. However, additional appointments are always

welcomed and may be arranged by calling Lisa Mulvey or Tammy Morse at 801-642-0055.

Many college application deadlines are fast approaching and some are due in the next few months. Applications and essays constitute a crucial factor in admission decisions. Now is a great time to prepare polished applications and essays. Graduating AHS students seeking assistance with college applications and essays, an administrator to review their applications, or advice about college admissions, may set appointments with Mr. Anderson or Mrs. Jacob as needed. These appointments may be requested in addition to the annual appointment AHS arranges with each high school student. AHS seeks to provide every student with meaningful counseling support in preparing for college. Please do not hesitate to benefit from college counseling as an important support opportunity of AHS.



On November 17, 2011, American Heritage School sponsored a “Scholarship and College Finance Information Night” held in American Heritage School’s Lecture Hall. All parents and guardians of college-bound students were invited to attend. The evening featured presentations on ways to qualify for scholarships or other financial opportunities to pay for college while avoiding jeopardizing long-term savings or retirement funds. Dr. Bruce Brewer, who has worked as a licensed school counselor and college adviser for over twenty years and whose own son earned \$300,000 in scholarships (see <http://www.deseretnews.com/article/660222645/Timp-views-whiz-kid-has-300000-in-scholarships.html>) presented scholarship strategies and tips, and Lloyd

Alexander, a registered representative with Cambridge Investment Research who holds an MBA from Harvard and has consulted with business owners and executives for twenty years, presented on savings strategies. A few highlights from the evening’s presentations follow:

Scholarship Strategy

Students who win scholarships:

- Invest their time to create applications that highlight their strengths.
- Show the judges how he/she fits the award. (Construct a case for why you deserve to win.)
- Look around “their own backyard,” including:
 - Your intended college website, looking for specific scholarships (e.g. Presidential, Deans Merit, National merit, athletic, performing arts, industrial arts, private, community sponsored)
 - Nearby colleges
 - Local businesses
 - Parents’ employer
 - Parent’s or grandparent’s military service
 - Student’s employer
 - Interest clubs (e.g. city orchestras, amateur sports leagues...)
 - Professional sports teams
 - Local government
 - Local newspaper (often will print scholarship winners. Make a list of these scholarships and then look them up.)
 - Community organizations
- Look beyond their own backyard, including websites such as:
 - UtahFutures.org
 - Zinch.com
 - Fastweb.com
 - Supercollege.com
 - Collegeanswer.com
 - Brokescholar.com
 - Careersandcolleges.com
 - Collegeboard.com
 - Freschinfo.com
 - Scholarships.com
 - Adventuresineducation.org
 - Collegenet.com
 - Fastweb.com
 - Wirescholars.com

- Fafsa.ed.gov.
- Utahmentor.org

- Look at professional associations. There is an association for basically every profession. These exist to help advance the cause by helping students who want to enter that field.

Additional Scholarship Tips

1. Know your deadlines – some scholarships require applications to be postmarked by a certain day, while others require applications to be received at the scholarship office by a certain day. When in doubt, send it in two to three weeks early.
2. Make sure you know what is required in the application—if it is just a form, or if you have to include an essay, letters of recommendation, or proof of community involvement.
3. Put some effort into your essays; do not send the same essay to everyone. You have to at least tweak it to be relevant to the specific scholarship you are applying for.
4. Ask for letters of recommendation at least two months in advance. The best letters of recommendation come from people who know you well, not necessarily the most illustrious person in your community. Give your recommendation writers a little background. They'll need to know what scholarship you're applying for, as well as what you do that makes you a good fit for the award. Include a resume of sorts, detailing your academic achievements, athletic prowess, community service, unique talents, etc. This will help your recommender write a really personal letter.
5. A Portfolio is a time-saver (develop materials that you can draw on, time and time again.)
6. Neatness counts; attention to detail is vital for applications.
7. The scholarship search is a year round activity (see UtahFutures.org). It is never too early or too late to search!
8. "Nothing ventured, nothing gained."
9. "First Come, First Serve"
10. "Stacking Scholarships"
11. It's a numbers game, but the "shot-gun" approach isn't effective. Choose about six scholarships to pursue and make those applications excellent.

Savings Strategies

1. Have and execute a plan!
2. Consider the graduation rates of each institution of higher education under consideration.
3. Make a cost effective choice.
4. Educate yourself on what it takes to maximize scholarships.
5. Consider several institutions of higher education, including private colleges that may be less expensive than public institutions.
6. Learn about financial aid options.
7. Find out your likely financial aid award before applying.
8. Find the right college environment that serves your long-term interests.

For more scholarship information or financial tips, do not hesitate to visit American Heritage School's website or set up a personal appointment with High School Principal Leland Anderson or Assistant Principal Liz Jacob.



Home and Distance Education Opens Online Bookstore

American Heritage Home and Distance Education now offers a catalog of over 6,000 books and other educational resources through its searchable online bookstore, available to families worldwide.

Families can use the store to purchase biographies, histories, science books, literary classics, and American Heritage School's Home and Distance

Education Print Materials. Shoppers can search for books using key words or phrases (e.g. “parent or parenting”) to browse books and products.

Books can be purchased and shipped anywhere in the world. Visit AHS’s bookstore online at <https://american-heritage.org/Material/Store>.

Home and Distance Education Offers Activities to Utah Homeschool Families

American Heritage School aims to make educational resources available for families worldwide, including through online courses.



Families now subscribe to American Heritage Home and Distance Education from 29 states in the continental U.S., Canada, and China

AHS administration is also considering ways to create “blended learning” opportunities for Home & Distance Education families, including limited access to campus-based activities such as fairs, bowls, bees, and competitions. “We believe offering a few limited competitions and social activities to homeschool families is one effective way to introduce more families to American Heritage School, its foundations, and methodologies,” says Mr. Leland Anderson, High School Principal and Director of Home and Distance Education.

As a result, beginning in December 2011, AHS invited a few American Heritage Home and Distance education students living in Utah to attend its Winter Formal Dance on Saturday, December 3, 2011. AHDE students wishing to attend the dance pre-registered online, where they committed to abide by School’s dance standards and guidelines.

At the dance, approximately 100 on-campus students and 10 home and distance education students were in attendance. Mr. Anderson commented, “Winter Formal was a great success. Seeing all the students actively participate and abide by the standards is a wonderful sight.” He continued, “It is fulfilling to see how *For the Strength of Youth Standards* are treasured and observed among our on-campus and home and distance education students.”

Home and Distance Education Serves Families in 29 States, Canada, and China

The reach of AHS Home & Distance Education is expanding rapidly, reaching the homes of approximately 200 families in 29 States, Canada, and China who have participated in American Heritage School’s Home and Distance Education Program since courses were openly offered in Fall 2010. “The demand that exists outside Utah for American Heritage School’s programs humbles us, and gives us motivation,” says Mr. Anderson, the program director.

“As we reach to serve families world-wide, we are confident that our educational programs will strengthen families and increase their desire to be useful in the hands of the Lord,” continues Mr. Anderson. “We are encouraged by many families already in the program, who continue to express gratitude for the School’s efforts to reach outside of Utah County.”



AHS Girls and Boys Basketball teams were all undefeated going into Christmas Break. American Heritage Home & Distance Education students enrolled in 4 or more credits can try out for athletic teams at the beginning of each new season.

AHS Welcomes Visit from Tennessee Students

Ryan Neuhaus (17) and Brad Neuhaus (15) enrolled in AHS Home and Distance Education classes full-time beginning in October 2010. Not having met their American Heritage Home and Distance Education classes and teachers in person, Ryan and Brad were glad to be able to finally visit their teachers on-campus. Coming to AHS campus for a full-day on December 8, the boys experienced first-hand what they had enjoyed previously online.

Although the Neuhaus family lives in Tennessee, Ryan and Brad are considering coming to AHS campus full-time. The Neuhaus's have considered moving the whole family to Utah from Tennessee, saying, "We love what your school teaches and are ... ready to do most anything to get our children in there."

Other families have made similar sacrifices to attend the school, including many AHS faculty and administration who are also grateful to be involved with AHS, where the school's mission and curriculum invite academic and spiritual excellence and help families focus on becoming useful in the hands of the Lord.

Family Education Center Launches "Latter-day Learning" Blog

In November 2011, American Heritage School announced the "Latter-day Learning" blog, which is sponsored by the AHS Family Education Center, and which provides many wonderful resources and tools for parents and teachers. Latter-day Learning is a gathering place for LDS-oriented educators and parents seeking resources to magnify the divine potential of those whom they teach. From teachers in conventional classroom settings, to teachers in home school settings, to parents looking for resources to enrich their children's education – the content on this site will help you get started in "educating the soul" – and encourage you to keep going. Check out the recommended links, books, virtual field trips, videos, and more. You can help us by signing up for e-mails and tweets, posting comments, suggesting content, and forwarding the blog to your friends! The more

people we have subscribing to the site, the more helpful content and resources it will attract for everyone who participates. A thousand thanks to Peter Knecht, Heidi Garvin, and our Family Education Center and Distance Education teams for their support of this effort.

<http://www.latterdaylearning.org/>

Health & Safety Bulletin

By Bob Wheeler

Director of Facilities, Safety & Security

Following are some health and safety tips as we move into the cold and flu season.

Take time to get a flu vaccine

The Centers for Disease Control recommend a yearly flu vaccine as the first and most important step in protecting against flu viruses. While there are many different flu viruses, the flu vaccine protects against the three viruses that research suggests will be most common. The 2011-2012 vaccine will protect against an influenza A H3N2 virus, an influenza B virus, and the H1N1 virus that emerged in 2009.



Take preventive actions to stop the spread of germs

Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it. If you do not have a tissue, cover your cough or sneeze, then clean your hands. Wash your hands often with soap and water. If soap and water are not available, use an alcohol-based hand sanitizer.

The Center for Disease Control recommends the following steps in hand washing:

- Wet your hands with clean running water and apply soap. Use warm water if it is available.
- Rub hands together to make lather and scrub all surfaces.
- Continue rubbing hands for 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
- Rinse your hands well under running water.
- Dry your hands using a paper towel or air dryer. If possible, use your paper towel to turn off the faucet.

Avoid touching your eyes, nose and mouth. Germs spread this way. Try to avoid close contact with sick people. If you are sick with flu-like illness, stay home for at least 24 hours after your fever is gone, without the use of fever reducing medicine. While sick, limit contact with others as much as possible to keep from infecting them.



Students and teachers alike donned AHS spirit apparel in the School's inaugural "Spirit Day" during which service was rendered on and off campus.

Take flu antiviral drugs if your doctor prescribes them

If you get the flu, antiviral drugs can treat your illness. Antiviral drugs are different from antibiotics. They are prescription medicines and are not available over the counter. Antiviral drugs can make illness milder and shorten the time you are sick. It is recommended that antiviral drugs be used early (within the first 2

days of symptoms) to treat people who are very sick (those who are hospitalized) and those who are at increased risk of severe flu illness, such as pregnant women, young children, people 65 and older and those with certain chronic health conditions.

Flu-like symptoms include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. Some people also may have vomiting and diarrhea. Some may be infected with the flu, and have respiratory symptoms without a fever.



Non-vaccine ways to prevent the flu and other viruses

The main way that illnesses like colds and flu are spread is from person to person in respiratory droplets of coughs and sneezes. This can happen when droplets from a cough or sneeze of an infected person move through the air and are deposited on the mouth or nose of people nearby. Germs can also be spread when a person touches respiratory droplets from another person on a surface like a desk and then touches his or her own eyes, mouth or nose before washing their hands. Some viruses and bacteria can live 2 hours or longer on surfaces like cafeteria tables, door handles and desks. To stop the spread of germs you must take care to cover your mouth and nose when coughing and sneezing. Clean your hands often (follow the CDC guidelines above).

When soap and water are not available, alcohol based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drug stores. If using a gel, rub your hands until the gel is dry. The gel does not need water to work; the alcohol in it kills the germs on your hands.

Remind children to practice healthy habits, too. Germs spread, especially at school. The flu and common cold have caused high rates of absenteeism in our country's schools. Nearly 22 million school days are lost each year. However, when children practice healthy habits, they miss fewer days of school.

Let's do all we can to stay healthy during the flu season and all throughout the year!

***Zermatt Resort in Midway to Benefit
Lyceum Music Festival with
New Year's Celebration***

Each summer, American Heritage School sponsors the Lyceum Music Festival, held in conjunction with the Deer Valley Music Festival.

<http://www.facebook.com/LyceumMusicFestival>

This year, the Zermatt Resort in Midway is hosting a wonderful, family friendly, New Year's Eve Party. Proceeds go in part to raise funds for the Lyceum Music Festival. Director of the American Heritage Lyceum Philharmonic, Kayson Brown, attended last year with his wife Daniele, and said "It was WONDERFUL! We wished we had brought the kids." Attractions include Caleb Chapman's Superband, a balloon drop for the kids at 10 p.m. (in conjunction with the ball drop in NYC), refreshments, dancing, and live music/DJ. Tickets are \$99 per couple and include admission for up to two children. Additional children 12 and under are free. Additional guests or individual admission is \$49 per admission. Restaurant and room specials are available for those needing a New Year's getaway. This is a fun, family-oriented, New Year's Celebration. Very classy, lots of fun, and it benefits our program! For more details, see the following link.

<http://zermattresort.com/events/ring-in-the-new-year/http://zermattresort.com/events/ring-in-the-new-year/>



Just try not to smile when you are around Merrick! Merrick and other members of the AHS Video Production Class have done significant work creating video promotional pieces for the school, including a recent documentary of AHS children participating in the annual Teddy Bear Service Project. Thank you, Mr. Hancock and AHS Video Production class!

***Tell Us How We Are Doing!
Mid-Year Performance Surveys
Now Available Online***

We value your input! The annual mid-year American Heritage School Performance Surveys are now available online. Tell us how you feel about individual teachers, administrators, academics, programs, facilities, events, and more. Surveys are entirely anonymous and are used as one various tools in evaluating programs, personnel, and offerings for the current and upcoming year. This round of surveys closes on January 18. We will conduct another round of surveys in April/May. Please take some time to help us with this very important feedback process:

<http://american-heritage.org/Document/Evaluation>



AHS Student Government Association takes action!



Faculty members joined students in a choir of over 100 voices at "An American Heritage Christmas" benefit concert that drew approximately 1500 guests.

Faculty News & Notes

2011 Master Teacher Development, Level I completion:

February 2011 – Karen Richardson

August 2011 – Jereamie Randall

August 2011 – Monica Orcutt

Marriages:

Chelsea Marshall (High School French teacher) married Richard Compton, November 11, 2011 in the Manti Temple.

Sarah Kunz (4th grade teacher) married Daniel Shane McCormick December 20, 2011 in the Salt Lake Temple.

2011 Births:

Karley Joy Logan was born to Karen (HS Science teacher) and Wayne Logan on June 21 at 12:42 p.m., 7 lbs. 8.8 oz., 20 inches.

Alyson Hunsaker was born to Adrienne and Blaine Hunsaker (Principal, K-6) on August 22 at 1:09 p.m., 8 lbs. 4 oz., 19 inches.

Brantley Young Biesinger was born to Meredith (5th grade teacher) and Bryce Biesinger on November 25 at 11:20 a.m., 6 lbs. 15 oz., 19 inches.

Daniel Maxwell Brown was born to Danielle and Kayson Brown (Lyceum Orchestra Director) on December 12 at 12:49 p.m., 6 lbs. 3 oz., 19 inches.

Baby Girl Boden coming soon to Heidi (K-4 art teacher) and James Boden... any day now!



Alex Boye, special guest artist at "An American Heritage Christmas" inspired and entertained audiences! His remarkable story of being abandoned as a child in London, later finding and joining the Church, and giving his life back to God through his music, is featured on a Mormon.org profile: <http://mormon.org/alex/>

Positions Available

Assistant Facilities & Security Director (FT/Salary) (posted 12/09/11): Experience preferred in building maintenance and facilities management. Minimum two years' experience in security work. Duties include typical custodial responsibilities, building and equipment maintenance, event set-ups and take

downs, snow removal, traffic and crowd control, patrol, secure and protect faculty, staff, students and property. Supervise and train custodial staff. Conduct safety inspections, lighting surveys, prepare and submit incident reports. Assume the duties of the Director of Facilities and Security Director in his absence. Successful applicant must have an enduring love of youth and teachers. Applications will be accepted through January 18, 2012.

Ballroom Dance Instructor (PT) (posted 12/12/11): Minimum two-years' experience, preferably in formal high school setting. Bachelor's degree or higher preferred. Teacher certification a plus, but not required. Must have demonstrable skills in Ballroom Dance instruction and Ballroom Team choreography as well as an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive wage based upon experience. Position open until filled. Preferred starting date is January 23, 2012 (optional start date) and position will be filled by August 1, 2012.

Help-Desk Technician (PT) (posted 12/21/11): Under general supervision, provide technical software, hardware and network problem resolution to all School computer users; clearly communicate technical solutions in a user-friendly, professional manner; provide one-on-one end-user training as needed; assist Network Technicians; troubleshoot network printer problems; pass more complex School network problems on to Network Technicians; conduct hardware and software inventory database maintenance and reporting; and perform related work as required. Before applying, please review the following Help-Desk job description details.

Girls Soccer Coach (PT) (posted 8/1/11): Minimum two-years' experience, preferably in middle or high school setting. Season dates are April 6 - May 1. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive hourly wage based upon experience. Position for 2011-2012 school year. Applications are being accepted until the position is filled.

Physics and AP Physics Instructor (PT/FT) (posted 12/16/11): Minimum two-years' experience, preferably in formal high school setting. Bachelor's degree or higher required in Physics or related field.

Teacher certification a plus, but not required. Expertise in Chemistry or Biology also a plus. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive wage based upon experience. Position open until filled. Starting date is August 1, 2012.

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

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

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.



December is a busy month for AHS student and faculty musicians. Their hard work, talent, and spirit bless our Christmas season immeasurably.



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AHS Honor Roll – First 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). A student receives an "Outstanding" self-government grade who demonstrates exceptional respect, effort, and work ethic; makes significant or frequent contributions to the class; and completes and submits all in-class and homework assignments on time during the term (unless otherwise excused by the instructor).

Andelin, Karen
 Andelin, Kathryn
 Andersen, Joseph
 Anderson, Emily
 Anderson, Taylor
 Arnsen, Mikaela
 Barlow, Joshua
 Beckwith, Samuel
 Beeson, Oakley
 Bell, Tyler
 Bennett, Katherine
 Betts, Alayna
 Bevard, Erin
 Bigelow, Alexandria
 Blair, Joshua
 Boggess, Daphne
 Boggess, Ian
 Boggess, Jesse
 Bowen, Sarah
 Boyle, Amy
 Brady, Emma
 Brandon, Kenzie
 Brinton, Allison
 Brown, Caleb
 Brown, Mckenna
 Bruno, Kristelle
 Budge, Sariah
 Burr, Jacob
 Burton, Anna
 Bushman, Adam
 Bushman, Olivia
 Bustamante, Guillermo
 Bybee, Draeton
 Bybee, Klaesara
 Bybee, Taeven
 Call, Kennady
 Carlson, Chelsey
 Carlson, Kelsey
 Carr, Emilyynne
 Carr, Merrick
 Chan, Cynthia
 Chan, Janice
 Chipman, Amanda
 Chipman, Clarissa
 Choi, Jongsu
 Condie, Bailey
 Cowley, Aaron
 Cowley, Hyrum
 Cowley, Sarah
 Crawford, Kelsey
 Crawford, Magdalene
 Crawford, Rebekah
 Curzon, Sarah

Curzon, William
 DeSpain, Dorie
 Dixon, Karina
 Duncan, Marinn
 Duncan, Misha
 Edwards, Miriam
 Fee, Hannah
 Ford, Asia
 Ford, Hayden
 Frazier, Jacob
 Gardner, Jacob
 Giles, Courtney
 Griffith, Anna
 Gunther, Truman
 Hales, Christopher
 Hales, Clarissa
 Hall, Lauren
 Han, Kara
 Handy, Katelyn
 Hansen, Kaleb
 Hansen, Karina
 Harbaugh, Azure
 Harbaugh, China
 Harbaugh, Paisley
 Harris, Braelynn
 Hawkins, Emily
 Hayward, Hannah
 Helvey, Chandler
 Henke, Sariah
 Hill, Alex
 Hill, McKenzie
 Hill, Zander
 Hilton, Ivonne
 Hilton, Scott
 Holmes, Megan
 Holmes, Thomas
 Holmstead, Christopher
 Holmstead, Joseph
 Hu, Angelina
 Huhem, Camilla
 Huhem, Elisa
 Huhem, Natasha
 Hunsaker, Kaden
 Hunsaker, Parker
 Jackson, Kayla
 Jensen, Andrea
 Jensen, Sarah
 Jensen, William
 Johnson, Brenna
 Johnson, Lauren
 Johnson, Madison
 Jones, Alyza
 Jones, Aryn

Jones, Daniel
 Jones, Noah
 Jones, Oak
 Jorgensen, Jens
 Jorgensen, Josh
 Knecht, Andrew
 Knecht, Reed
 Krallis, Evelyn
 Lambert, Alexandra
 Lambert, Gabrielle
 Larson, Cayla
 Latimer, Alexia
 Law, Matthew
 Lee, Eliza
 Lee, Haylee
 Lee, Ho Seok
 Lee, Jiho
 Lee, Woo Seok
 Liechty, Savannah
 Lofgreen, Carsyn
 Lofgreen, Dallen
 Lytle, Malissa
 Mason, Brenley
 Mathews, Ella
 Maughan, Mckayla
 McGhie, Brenden
 McGhie, Keegan
 McGuire, Lindsey
 McGuire, Stephanie
 McNamara, Paige
 Meade, Audrey
 Meade, Evan
 Miner, Clark
 Miner, Linnea
 Miner, Natalie
 Monson, Jayden
 Monson, Lacey
 Monson, Rosie
 Morrill, Chloe
 Morrill, Ethan
 Morris, Michelle
 Mulvey, Lauren
 Murdock, Hannah
 Ng, Matthew
 Ostler, Garrett
 Pack, David
 Pack, Laelle
 Park, Annabelle
 Peck, Kennedy
 Petersen, Heather
 Peterson, Adam
 Peterson, Else
 Peterson, Ethan

Pierce, Aubrey
 Pierce, Leah
 Pierce, McKay
 Pierce, Porter
 Raubenheimer, Carlynn
 Raubenheimer, Casey
 Raubenheimer, Tanlen
 Rickenbach, Leah
 Roskelley, Porter
 Satyanarayan, Chitra
 Sessions, Amber
 Sessions, Andrew
 Sheets, Adam
 Sheets, Sophie
 Smith, Madison
 Sorensen, Mariane
 Sorensen, Michael
 Spangler, Katelyn
 Sperry, Joshua
 Strong, Jasia
 Sutton, Olivia
 Sutton, Zachary
 Swim, Hannah
 Symonds, Addison
 Symonds, Connor
 Todd, Emma
 Todd, Katherine
 Tolman, Hannah
 Uhl, Caleb
 Valverde, Charles
 Valverde, Dylana
 Vanderbeek, James
 Veach, Sadie
 Veach, Zachary
 Vosters, Tahara
 Wade, Hayden
 Wade, Kelsey
 Walker, Natalie
 Weyland, Benjamin
 Wilkins, Mia
 Willardson, Ashley
 Willardson, Lauren
 Willardson, Weston
 Williams, Jordan
 Woo, Sangmin (Ellie)
 Yang, Jieun
 Young, Caitlyn
 Zhou, Jerry Zhongyuan



**AMERICAN HERITAGE
SCHOOL & FAMILY EDUCATION CENTER**

proudly presents

The Spirit of America Speaks

FRIDAY, FEBRUARY 10, 2012

MATINEE - 10:00 A.M.

EVENING PERFORMANCE 7:00 P.M.

ADMISSION IS FREE AND THE GENERAL PUBLIC IS INVITED TO ATTEND

In 1974, American Heritage School was honored by Ezra Taft Benson's attendance at the school's inaugural patriotic program entitled "The Spirit of America Speaks". Through the years, community members have continued to come together at American Heritage School for this truly one-of-a-kind program, which has grown to become a powerful musical and theatrical reenactment by second through twelfth grade students and faculty focusing on the divine role of Providence in our nation's history. The program traces the epic "line of Christian liberty" through scenes from the Old and New Testament, the Voyage of Columbus, the Reformation, the American Revolution, the Declaration of Independence, the Constitution, and the Restoration of the Gospel through the Prophet Joseph Smith.

American Heritage School serves nearly 1000 students in Utah County and across the country. The School was founded in 1970 by BYU professors and parents who desired to have their children's academic learning enhanced and enlightened by principles of morality, religion, liberty and patriotism. Today, American Heritage School occupies a beautiful campus directly adjacent to the Mt. Timpanogos Temple and continues to be a place where families come not only for a strong academic program, but more importantly, for an environment where learning is a spiritual matter and where America's Christian heritage is planted deeply in the hearts of children and families.



LDS TRAVEL STUDY
— A DIVISION OF MORRIS MURDOCK TRAVEL —

American Heritage School and Dr. Craig Ostler

“In the Footsteps of Jesus”
Late Spring Bible Lands Tour
(see the Holy Land when it is green!)

Directors: Craig James Ostler and Craig Manscill

Travel Agency & Logistics: LDS TravelStudy, a Division of Morris Murdock Travel

April 21–May 2, 2012

Cost: \$2,435 based on double occupancy, not including transatlantic air
(see available group price at end of itinerary)

Jordan Option: May TBA; Cost: TBA

Tentative Itinerary

Days 1–2: Saturday and Sunday, April 21 and 22 U.S.A. • Transatlantic Flight • Israel

We will take flights from our various home cities in the morning, change planes in New York, and arrive the following afternoon at the Ben Gurion Airport. This airport is near New Testament **Lydda**, where Peter healed Aeneas and then went to Jaffa, where he raised Tabitha from the dead. If time allows, we will visit the historic city of **Jaffa**, where Peter received the important revelation about taking the gospel to the Gentiles. Our drive takes us through **Tel Aviv**, the largest Jewish metropolitan area in the world, then north along the coast of the **Mediterranean Sea** to **Haifa**. Here we will check in to the Leonardo Haifa Hotel for the night.

Day 3: Monday, April 23 Haifa • Caesarea • Muhraka • Megiddo

Our first visit will be in **Haifa** (modern port of Israel and center of the Baha’i faith); then we will stop for a view and recount some LDS Church history related to this area. Next we will travel down the Mediterranean coast to the Roman New Testament seaside capital, **Caesarea**. Here in the ancient **Roman Theater**, we will study the biblical events that happened in this place. We will drive along the top of **Mount Carmel** to **Muhraka**, the traditional site of Elijah’s confrontation with the prophets of Baal, to enjoy a view of the **Jezreel Valley** and talk about the importance of this valley both anciently and now. If time allows, we’ll stop at the ancient tel of **Megiddo** with its 22 levels of historical occupation and discuss its past and possible future. After driving across the **Jezreel Valley** and past **Nain** we will continue to the Sea of Galilee and to our lodgings at Kibbutz Ma’agan or similar accommodations.

Day 4: Tuesday, April 24 Sea of Galilee • Capernaum • Banias • Golan Heights

Our day will begin early with a boat ride across the Sea of Galilee to Nof Ginosar and a visit to the **boat museum**. We will travel to the site of ancient **Capernaum**, Jesus’ home during His ministry. Our next visit will be to the **Mount of Beatitudes**, the traditional site of the Sermon on the Mount, which we will discuss. (Possible visits to the **Valley of the Doves** beneath Mount Arbel and **Chorazin** as time allows.) On our way north we will pass near the ruins of **Tel Hazor**, an ancient Canaanite citadel conquered by Joshua. We will stop at **Banias**, ancient Caesarea Philippi, at the foot of **Mount Hermon**. On the **Golan Heights** we will stop at **Mount Bental** to not only admire the view but to orient ourselves to the geography and history of the area. Upon our return to the lake, we will return to our lodging at Ma’agan.

Day 5: Wednesday, April 25 Beit Shean • Mount Tabor • Nazareth

We’ll begin our day at the south end of the Sea of Galilee where the Jordan River leaves the lake at **Yardenit**. We continue on to **Beit Shean**, where King Saul’s body was hung on the wall by the Philistines, and view the ruins of later occupations. We will take taxicabs to the top of **Mount Tabor**, the probable site of Christ’s transfiguration, and discuss the sacred events that happened here. We will travel to the city of **Nazareth**, the boyhood home of Jesus, where we will visit the **Nazareth Village** (developed to show life as it existed at the time of Jesus) and briefly

reflect on His early life, and to the **Church of the Annunciation**. We will stay the night at the Golden Crown Hotel in Nazareth overlooking the Jezreel Valley.

Day 6: Thursday, April 26 Jericho • Masada • Qumran • Jerusalem

In the morning we will drive down the Jordan River Valley. After visiting the ancient site of the Old Testament city of **Jericho**, we drive south along the Dead Sea to the ancient mountaintop fortress built by King Herod, **Masada**. We will take the tram to the top and then explore the ruins of this historic site. We will stop at **Qumran**, where the Dead Sea Scrolls were found. We will have lunch and then one of the most unusual floating experiences of a lifetime at the **Dead Sea**. Following near the Old Roman Road through the **Wadi Kelt**, we will arrive in **Jerusalem** for our first views of this incredible city from the **Mount of Olives**, where we will point out the major sites and give some of the city's history. We will check in to the Olive Tree Hotel for the remainder of our time in the Holy Land. (Jimmy's, Omar's, Bagdadi's.)

Day 7: Friday, April 27 Bethlehem • Bethany • Western Wall

In **Bethlehem** we will visit the **Church of the Nativity** and Manger Square. We also will have an opportunity to shop for olive wood in Bethlehem. We will have lunch at the **Palms Restaurant**. Afterward, we will travel to **Shepherds' Field** to contemplate the message given to the shepherds that the Messiah had been born in the City of David. If time allows, we will then drive to **Bethany**, where we will visit the **Tomb of Lazarus** and the traditional site of the home where he lived with his sisters, Mary and Martha. For those who wish, in the evening we will welcome in Shabbat at the Western Wall.

Day 8: Saturday, (Shabbat), April 28 BYU Jerusalem Center • Garden Tomb

This Sabbath day our morning will begin with an overlook of the Old City and then attendance at sacrament meeting at the **BYU Jerusalem Center**. After lunch we will visit the **Orson Hyde Memorial Garden**, for another view of the Old City and a review of some of the interesting LDS history related to this land, before entering the **Garden of Gethsemane**. Our Sabbath day will conclude by visiting the **Garden Tomb**. Here we will see **Golgotha**, to talk about the Savior's crucifixion, and then the tomb, where the body of Christ was interred and from which He arose on that Easter Sunday so long ago.

Day 9: Sunday, April 29 Yad Vashem • Old City of Jerusalem • City of David

We will begin our day visiting **Yad Vashem**, which houses the holocaust museum and later the **Model City**, which is a scale city of Jerusalem at the time of the Savior. After lunch we will travel to the Old City to visit the **ancient temple stones and steps** that led to the temple at the Davidson Archeological Center. We will go down to the Old Testament **City of David** that includes ruins from the time of the prophets Jeremiah and Lehi then enter **Hezekiah's Tunnel** and wade through this exciting third-of-a-mile historic marvel. We'll see the **Pool of Siloam** and other recently uncovered ruins of the biblical period. Afterward we will return by bus to our hotel or take an optional walk-and-shop through the Old City on our way back to our hotel.

Day 10: Monday, April 30 Temple Mount • Mount Zion

We will enter the Old City through the **Dung Gate** to tour the **Holy Mount** or Mount Moriah—site of the temples of Solomon and Herod and location of the magnificent **Dome of the Rock** and the **El Aksa Mosque**. From there we'll visit **St. Peter's in Gallicantu**, the traditional site of Christ's judgment by Caiaphas, the high priest. We will enjoy a special Passover lunch on Mount Zion and then visit the **Upper Room** to commemorate the Last Supper. The rest of the afternoon will be free for those who would like to shop and visit such places as the Dormitian Church on Mount Zion, the Armenian Quarter with a walk to St. Mark's Church in the Syriac section of Old Jerusalem, a view from the rooftops, past David's Citadel Museum, the Church of Redeemer and possibly climb the bell tower, Nevsky Russian Church, Church of the Holy Sepulcher, a walk down the Via Dolorosa, St. Anne's at Lion's gate, Bethesda, Church of Condemnation, Austrian Hospice, St. John the Baptist Church, a visit to the Jewish Quarter, including the Roman Cardo, and Hezekiah's eighth-century-B.C. Broad Wall, the Hurva Synagogue, or Four Sephardic Synagogues.

Day 11: Tuesday, May 1 Jerusalem

Today is a free day to visit any sites that you wish and to complete your shopping. Then we will return to the hotel for dinner and preparation for our departure to the U.S.A.

Day 12: Wednesday, May 2 Holy Land • Transatlantic Flight • Home

The night will be spent flying from the Ben Gurion Airport near Tel Aviv to the U.S.A.—taking with us never-to-be-forgotten memories and friendships. We should arrive home in the morning.

Price includes:

- Deluxe motor coach transportation
- Local guides
- Hotel accommodations in moderate-class hotels
- Sightseeing tours as outlined on the itinerary
- Entrance fees
- Gratuities
- Travel insurance
- All breakfast and dinner meals on the land portion

Price does not include:

- Round-trip airfare Salt Lake City–Tel Aviv–Salt Lake City at \$1,540 if paid in cash or check; \$1,600 if paid by credit card
- Additional possible airfare from cities other than Salt Lake City
- Sightseeing not included on the itinerary
- Additional hotel accommodations
- Items of a personal nature (e.g., phone calls, room service, e-mails, etc.)
- Additional travel insurance and cancellation waiver
- Lunches
- Single supplement: Israel, \$805

9/8/11

LDS TRAVEL STUDY TOURS

**Questions on payments, insurance and air arrangements—contact Karen: 515 S. 700 E. Suite 1B,
Salt Lake City, UT 84102**

Toll Free 866-277-0900—801-483-6152—Fax 801-483-6366

kgerlach@ldstravelstudy.com

Questions on the land itinerary—call Haws Marble: 801-815-1387

marble761@comcast.net

www.ldstravelstudy.org

Questions on American Heritage School tour preparation seminars, academic credit

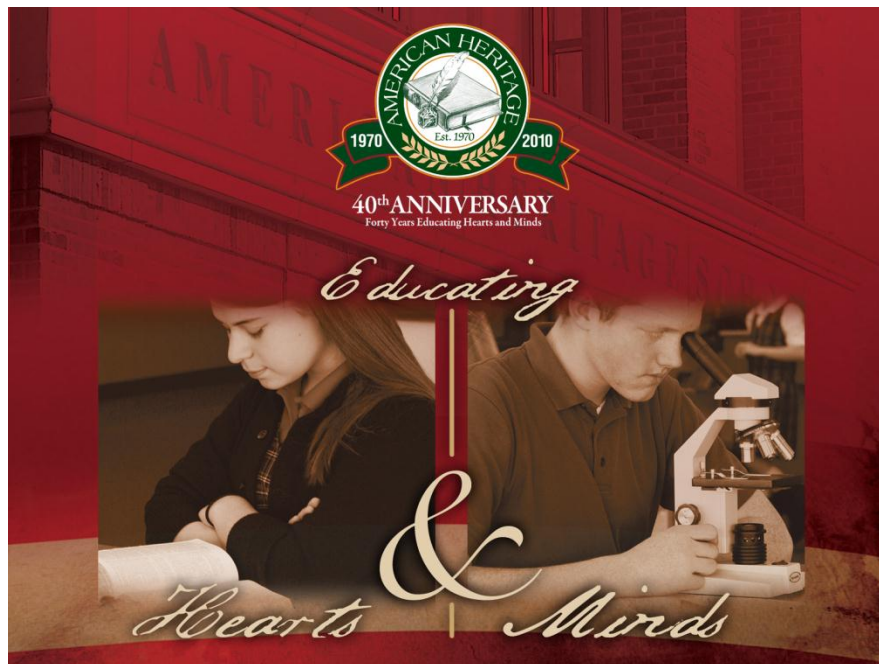
Contact Grant Beckwith: gbeckwith@ahsmail.com; 801-885-8530 (cell)

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)