



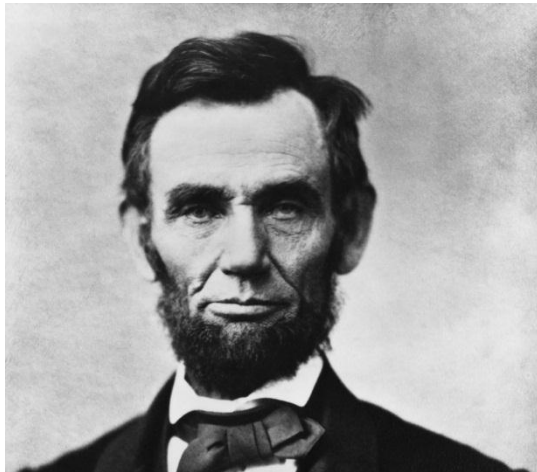
American Heritage School News

September-December 2012

Message From the Head of School

“I expect to pass through life but once. If, therefore, there be any kindness I can show, or any good thing I can do to any fellow being, let me do it now, for I shall not pass this way again.”¹

Abraham Lincoln never had an opportunity to give a farewell address while president—but he did, nonetheless, give a farewell address. Ironically, it was delivered just *before* he began his presidency – addressed to his longtime friends and neighbors in Springfield, Illinois, as he boarded a special presidential train to the White House on a rainy February 11, 1861.



Lincoln’s “farewell address” was written and delivered to family and friends before he took the oath of office. “I now leave, not knowing when, or whether ever, I may return, with a task before me greater than that which rested upon Washington.”

Though not as widely publicized as some of his other speeches, Lincoln’s farewell address was charged with emotion, and included an astoundingly providential perspective of his own presidency. It also included what some biographers consider to be a prescient allusion to his own assassination:²

My friends—No one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe everything. Here I have lived a quarter of a century, and have

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Holly Welch, Class of 2011, returns on Constitution Day at AHS in September to inspire elementary school students as a voice from the past – here an Ellis Island immigrant who they have previously looked up to in the hallways at school.

*passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when, or whether ever, I may return, with a task before me greater than that which rested upon Washington. Without the assistance of the Divine Being who ever attended him, I cannot succeed. With that assistance I cannot fail. Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.*³

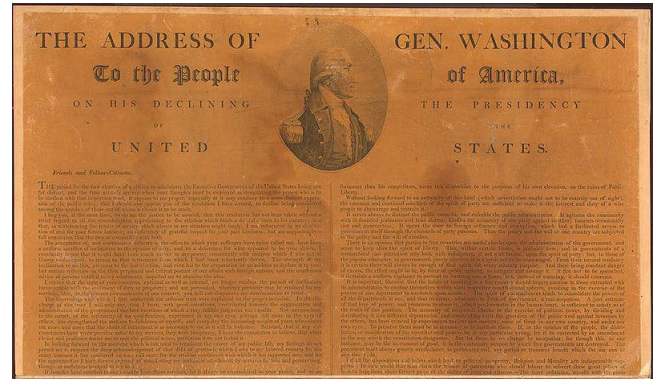
The previous week, seven southern states had seceded from the union, even going so far as to draft a new constitution and to declare themselves a separate country: “The Confederate States of America.”⁴ Lincoln gave his First Inaugural address the very next month to a divided nation, and implored, “we are not enemies, but friends. We must not be enemies.”⁵ Four years later, he delivered his Second Inaugural address, on March 4, 1865, to a nation concluding its terrible Civil War, and beginning to “bind up its wounds” from hundreds of thousands of lives lost. The Civil War was declared over on Sunday, April 9, 1865, with General Lee’s surrender, and President Lincoln was assassinated the same week, on Friday, April 14, 1865.



Nearly 2,500 guests attended the American Heritage Christmas and Veteran’s Day Concerts in December and November of 2012, which were focused on themes of sacrifice and forgiveness.

Farewell addresses are an interesting class of speech.⁶ They are often presumed to carry an extra measure of

truth, urgency, and sincerity – not unlike the “dying declaration” rule of evidence from English Common Law, in which the utterances of a dying person are presumed to carry more credibility and weight than other kinds of statements.⁷

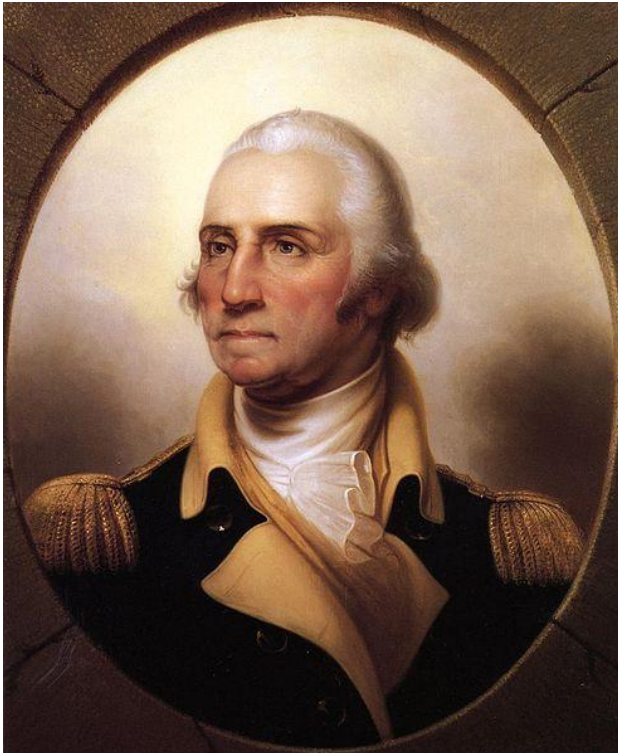


George Washington’s Farewell Address, September 19, 1796, was published as an open letter “To the People of the United States,” and made some “all important” recommendations in “apprehension of danger” that he foresaw for the future republic.

Take for example this excerpt from George Washington’s farewell address, written and published as an open letter “To the People of the United States” on the occasion of concluding his presidency in 1796, in his deteriorating physical condition, and three years before his passing:

In looking forward to the moment which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country for the many honors it has conferred upon me; still more for the steadfast confidence with which it has supported me... I shall carry [your support] with me to my grave, as a strong incitement to unceasing vows that heaven may continue to you the choicest tokens of its beneficence; that your union and brotherly affection may be perpetual; that the free Constitution, which is the work of your hands, may be sacredly maintained; that its administration in every department may be stamped with wisdom and virtue...

Here, perhaps, I ought to stop. But a solicitude for your welfare, which cannot end but with my life, and the apprehension



George Washington, by Rembrandt Peale. Washington wrote in his farewell address that a “volume could not trace all [the] connections” between religion, morality and human happiness.

*of danger, natural to that solicitude, urge me, on an occasion like the present, to offer to your solemn contemplation, and to recommend to your frequent review, some sentiments which are the result of much reflection, of no inconsiderable observation, and which appear to me all-important to the permanency of your felicity as a people. These will be offered to you with the more freedom, as you can only see in them the disinterested warnings of a parting friend, who can possibly have no personal motive to bias his counsel.*⁸

“Apprehension of danger?” What danger? Can you hear the urgency in his voice? What was Washington so compelled to share that was “all-important to the permanency of [our] felicity as a people?” Here is just one of his urgent recommendations in “apprehension of danger”:

Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would

*that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked: Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.*⁹

Many biographers would argue that this was not a typical public speech for Washington, who was one of the most careful and guarded American presidents on the topic of religiosity and “organized” religion.¹⁰ But herein lies the point. This was a *farewell* speech. Washington had fewer inhibitions, and spoke, as he described in his own words, “with the more freedom, as you can only see in them the disinterested warnings of a parting friend, who can possibly have no personal motive to bias his counsel.”¹¹



King Benjamin’s farewell address to the Nephites in America, approx. 121 B.C., Mosiah chapters 2-5, three years before his death. Farewell addresses are powerful because of their urgency and sincerity.

Had the whole world been deaf to Washington's parting plea – it would still have served its purpose if even one man like Lincoln was listening. And Lincoln was listening. Lincoln was a devoted student of Washington. How fitting that Lincoln invoked Washington in his own farewell address, and more importantly, that he invoked the aid of "the Divine Being who ever attended him."¹² The influence of one spirit "noble and great"¹³ lighted the torch of another.

"Apprehension of Danger"¹⁴

Interesting history? Nice speeches for a church talk or a civics class? What does any of this have to do with us?

In the Spring of 2012, I attended an open public meeting at one of the local public high schools on the topic of teen drug abuse and suicide prevention. The principal and public health experts did a superb job with a tremendously sensitive and complicated topic. Every parent, teacher, and educator in the room, including me, understood that our own families, classrooms, and schools are touched by the effects of teen drug abuse and teen suicide—and that we all have a role in prevention.

Of the many helpful and passionate speakers at that meeting, one of them, a representative of the Utah Department of Drug and Alcohol Prevention and Treatment, shared some insightful data.



View of Mt. Timpanogos temple at sunset from AHS (student photography). Yearbook advisor, David Hancock, who also teaches a Video Production and Editing elective at AHS, has been an inspiration to students in both photography and videography, helping students to implement the "4th R" (Record with exciting and powerful technology).



AHS high school students participate in field learning activities, this one to BYU's business, law, and engineering schools in October, where they learned about the professional lives of N. Eldon Tanner (businessman), J. Reuben Clark (statesman), and Henry Eyring and Harvey Fetcher (scientists).

He cited studies conducted by his office, which concluded that the top three risk factors for drug-related teen deaths were: (1) depressive symptoms (30% of students), (2) low commitment to school (40% of students, higher than the county as a whole, and higher than the state as a whole), and (3) parental attitudes that are indifferent or favorable to antisocial behaviors exhibited by their children (45% of parents).¹⁵ Interestingly, the same study concluded that of all the prevention techniques, including awareness programs and maintaining open lines of communication with at-risk teens, the "protective factor" that had the highest correlation with reducing antisocial behaviors was "religiosity."¹⁶

Without jumping to speculative conclusions about what this means for specific populations, communities, schools, or homes—and fully acknowledging that instances of drug-related deaths and teen suicide will still occur in the most conscientious of homes and schools—is not this connection between religiosity and human wellness a principle that is worth more public dialogue? Is it possible that notwithstanding our tremendous

modern-day information advantages, this “all important” connection between “religion and human happiness”¹⁷ was understood better by our forefathers than by a distracted and unquiet citizenry of the twenty-first century?

A Contemporary Farewell Speech with a Vision for Independent Schools



Recently, Pat Bassett, the President of the National Association of Independent Schools (NAIS), announced that he would be retiring after 42 years in the business of independent schools as a teacher, administrator, head of school, and executive of NAIS. For more than a decade, he has served as the voice of advocacy for over

1,400 independent schools in the United States, and over 250 independent schools internationally.

Last month, Mr. Bassett came to Park City to address private school administrators and board members from invited independent schools across the Wasatch front and Northwestern United States, including American Heritage School, Rowland Hall, Waterford, Wasatch Academy, McGillis School, and others. Though not billed as a “farewell address” per se – his particular presentation, entitled “Schools of the Future” – came across as the culmination of his life’s work and experience, and included a “parting vision” for parents and educators of the future.

Mr. Bassett began with six skills and values that he believes the future will both demand and reward in an “educated human being” (the “Six C’s”):

1. Character (integrity, compassion, and courage);
2. Critical Thinking (deep diving and deep connections with information; more important than clipping the tops of the waves in numerous subject areas);
3. Collaboration (success in working with people and leveraging their various strengths;

more valuable than individual mastery of content);

4. Creativity (watch Sir Ken Robinson’s “Changing Education Paradigms” on YouTube – nearly 10 million hits – on the topic of outdated education systems in which creativity is killed by the fourth grade);¹⁸
5. Communication (written fluency, public speaking fluency, technological fluency); and
6. Cosmopolitanism (cross-cultural intelligence).



Students in Mrs. Willis' science class study habitats by constructing them together using household components.

He then described six shifts in education that the world is demanding, and which he feels public schools in the United States are largely missing (the “Six Big Shifts”):

1. Shift from knowing to doing (from standardized testing environment—to applied, project-based, service-learning, portfolio-focused environments);
2. Shift from teacher-centered to student-centered (from “sage-on-the-stage” lecture-style teaching—to mentoring and coaching in student-driven project atmospheres);

3. Shift from individual focus to team focus (from “I succeed or fail alone”—to “we succeed or fail together”);
4. Shift from consuming information to constructing meaning (from simply reading about diseases—to constructing ideas that would cure diseases, theoretically and in practice);



High School physics teams use the school’s new scissor lift to test-drop their projects, which they designed to help them study and measure velocity, acceleration, gravitational force, friction, and insulation. The object was to keep an egg from breaking inside of a plastic bottle, by whatever means possible. Christopher Holmstead, a five-star AHS Tech Crew leader, is well trained on the lift controls!

5. Shift from schools to networks (from a geographic place where we learn—to a community of learners who define “campus,” broadly, and construct meaning together, no matter where they are located); and

6. Shift from single-sourcing to crowd-sourcing (from assigning problems to be solved by a designated source—to “distributed problem solving” that leverages undefined and innumerable sources for the best and most constructive solutions).

How is American Heritage doing in these areas? Are these the most important focus areas in the ever-shifting landscape of education best-practices? Could we have a vibrant dialogue as a school community about the relevancy (or irrelevancy) of the “Six C’s” and the “Six Big Shifts” to us, given our mission, methodologies, and objectives? Maybe we could discuss this together over donuts and hot chocolate? (Better make that carrots and broccoli... it’s the New Year!)

This is an exciting time to be a parent, teacher, and student! What a tremendous blessing and stewardship to be a member of a school community in which we have every advantage of character education rooted in the life-sustaining vine of Christ and Christian principles.¹⁹ Add to that the independence to cultivate and innovate our teaching, unencumbered, in light of the best the world has to offer.

May we have the humility, courage, and sense of urgency to do so, “for we may not pass this way again.”²⁰ And above all, may we be “drenched in gratitude,”²¹ recognizing more fully the “Father of All Mercies”²² in our homes and classrooms this New Year.

Sincerely,

Grant Beckwith
Head of School

¹ William Penn. This quotation was given to me by a parent seven years ago, glued on construction paper, and has sat prominently on my desk ever since.

² The distinction between “assassination” and “martyrdom” is a nuanced one: a martyrdom is defined as a killing of one who chooses to give up his life in an openly expected way instead of renouncing a cause, whereas an assassination is a more unexpected killing, usually for political reasons. Lincoln’s writings and conversations—even some of his recorded dreams—are replete with an uncanny sense of his own impending death or murder. The word “martyr” is typically reserved for those who suffer death in defense of religious principle. Given Lincoln’s

frequent “meditations on divine will” during the course of his presidency, his “assassination” appears even more a “martyrdom” to those who understand how deeply religious Lincoln’s motivations truly were.

³ Abraham Lincoln, Farewell Address, Springfield, Illinois, February 11, 1861 [Lincoln’s Farewell Address], preserved in manuscript by Lincoln’s own hand, as well as by the hand of his secretary, John Nicolay, and printed in various newspapers, including Harpers Weekly, and the Illinois State Journal. The Harpers Weekly account describes the scene: “Toward the conclusion of his remarks, himself and audience were moved to tears. His exhortation to pray elicited choked exclamations of ‘We will do it, we will do it!’ As he turned to enter the cars three cheers were given, and a few seconds afterward the train moved slowly out of the sight of the silent gathering.” The Illinois State Journal adds the following detail: “It was a most impressive scene. We have known Mr. Lincoln for many years; we have heard him speak upon a hundred different occasions; but we never saw him so profoundly affected, nor did he ever utter an address, which seemed to us as full of simple and touching eloquence, so exactly adopted to the occasion, so worthy of the man and the hour. Although it was raining fast when he began to speak, every hat was lifted, and every head bent forward to catch the last words of the departing chief. When he said, with the earnestness of a sudden inspiration of feeling, that with God’s help he should not fail, there was an uncontrollable burst of applause. At precisely eight o’clock, city time, the train moved off, bearing our honored townsman, our noble chief, ABRAHAM LINCOLN, to the scenes of his future labors, and, as we firmly believe, of his glorious triumph. God bless honest ABRAHAM LINCOLN!”

⁴ Seven southern states seceded by February 1861, starting with South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas – and formed the Confederate States of America on February 4, 1861, with Jefferson Davis as president, and a governmental structure closely modeled on the U.S. Constitution.

⁵ Abraham Lincoln, First Inaugural Address, March 4, 1861.

⁶ See William S. Kurz, *Luke 22:14–38 and Greco-Roman and Biblical Farewell Addresses*, Journal of Biblical Literature 104 (1985): 251–68. See also William S. Kurz, Farewell Addresses in the New Testament (Collegeville, Minn.: Liturgical Press, 1990). Kurz identifies 20 elements of Christ’s “farewell speech” at the Last Supper that are common to other biblical farewell speeches, most all of which are shared by King Benjamin’s farewell speech in the Book of Mormon as well. See J. Welch and D. Hague, *Benjamin’s Sermon as a Traditional Ancient Farewell Address*, Maxwell Institute, Brigham Young University, online at: <http://maxwellinstitute.byu.edu/publications/books/?bookid=133&chapid=1569>

⁷ Various American rules of evidence, including the Federal Rules of Evidence, continue to follow this same legal principle, so long as the declarant is deceased and believed that death was imminent when the statement was made. See *The Admissibility of Dying Declarations*, 38 Fordham L. Rev. 509 (1970), available at: <http://ir.lawnet.fordham.edu/flr/vol38/iss3/5>. One of the first uses of the dying declaration exception in American law was in the 1770 murder trial of the British soldiers responsible for the Boston Massacre. One of the American victims, Patrick Carr, told his doctor before he died that the British soldiers had been provoked. The doctor’s testimony helped defense attorney John Adams to

secure acquittals for some of the defendants and reduced charges for the rest.

⁸ George Washington, Farewell Address, September 19, 1796, published in newspapers as an open letter “To the People of the United States.” [Washington’s Farewell Address]

⁹ *Id.*

¹⁰ See Michael Novak, *Washington’s God*, Basic Books, 2006 [Washington’s God]. Novak takes issue with the mainstream of Washington’s biographers, and argues that Washington was transparent and consistent, both in private and public discourse, about his personal religious and Christian convictions.

¹¹ Washington’s Farewell Address

¹² Lincoln’s Farewell Address

¹³ Abraham 3:22

¹⁴ Washington’s Farewell Address

¹⁵ Pat Bird, Utah Department of Drug and Alcohol Prevention and Treatment. These risk factor percentages were reported as specific for the particular public high school where the meeting was held.

¹⁶ *Id.*

¹⁷ Washington’s Farewell Address

¹⁸ Sir Ken Robinson, “Changing Education Paradigms” RSA Animated Lecture,

<http://www.youtube.com/watch?v=zDZFcDGpL4U>

¹⁹ John 15:5

²⁰ William Penn, *supra*, Note 1

²¹ Elder Neal A. Maxell, *Meek and Lowly*, 101, quoted in President Kim B. Clark, *Drenched in Gratitude: Protection Against the Spirit of Entitlement*, BYU Idaho Devotional, September 14, 2010,

http://www2.byui.edu/Presentations/Transcripts/devotionals/2010_09_14_Clark.htm

²² One of the hundreds of documented names used by George Washington in his speeches and writings to describe God, *Washington’s God*, *supra* note 10, at Appendix 2.

Student Submissions

The following letter was written by AHS graduate Austin Hendricksen (Class of 2011) and read to all middle and high school students on the first day of classes this year.

Dear American Heritage Scholars,

As Mr. Beckwith is reading this letter to you, I am in the MTC on my way doing the Lord’s work. I was called to the Oregon, Eugene Mission. I want you to sit up and pay attention.

Remember what AHS stands for? Always Honor and Serve? I thought of a new AHS, and it stands for Always Honor the Savior. What I mean by that is, do what the Savior would do. You might think these are cheesy examples, but I think you’ll get the point:



Austin Hendricksen, Class of 2011, with Mrs. Updike and Mr. Beckwith, and diploma in hand just before he departed on a mission in August. Of the 60 AHS graduates from 2011 and 2012, nearly 100% have gone directly to college or on a mission. To date, 95% of the eligible (LDS) young men are either serving missions currently, have submitted their papers, or are attending college with plans for a mission after their first year. Four young women are serving missions, and 100% of reported marriages (three so far) have been temple marriages.

- #1. Would Christ violate a dress code that he had agreed to keep? No.
- #2. Would He talk back or be disrespectful to his teachers? Absolutely not.
- #3. Would he hurt or speak ill of others? No.

We are American Heritage scholars. We need to hold a standard high enough that we are Always Honoring our Savior!

When I was at American Heritage, my attitude and actions got me removed from this school, and it all came down to my disobeying the uniform policy, being disrespectful to teachers and administrators, and my being unkind to those who just needed a friend. As a result of my poor choices, I was even removed from my house. I stayed with my sister for six months! In those six months, I came to see that without Christ, I simply could not succeed.

I am writing as your friend, concerned for your well being! If you are wondering, yes I did eventually

graduate from American Heritage, but not with my class. I beg you, each of you, to do everything you can to be Christ-like to each other, to your parents, and to your teachers and administrators. They want nothing more than for you to succeed in this life.

In closing, I'd like to express my gratitude to the teachers, administrators, and friends who were such a huge influence in my life, especially those who helped me see the big picture! I wouldn't be the person I am today if I had attended just any school. Scholars - learn all you can! Be the best you can possibly be! Don't think of the honor code as a drag. You signed the papers agreeing to obey the rules here. So stop being disobedient, and start keeping your commitments. The dress code brings reverence, and reverence brings revelation.

I promise you, you don't want to be where I was a year ago! Trust me, it's not worth it! I want you to remember that I love and miss you guys very much! I care about you, and so do many others. Take your schooling seriously. It is an honor and a privilege to be at American Heritage! If you don't like the way the school is structured, then consider going somewhere else. But please don't ruin this experience for others because of your own poor attitude.

ALWAYS HONOR AND SERVE, but never forget to ALWAYS HONOR AND SERVE OUR SAVIOR.

With much love – Elder Austin J. Hendricksen.
(P.S. I want you all to study Helaman 5:12)



Cast members from the Sound of Music pose for a picture after the performance. The cast included over 40 students, including singing nuns and Nazi soldiers! Thank you, Mrs. Perry!

Word Studies are a common methodology in the Principle Approach, employed in every subject area at AHS to help students construct more meaningful and personal connections in the given subject area.

A Word Study on “Water”

By: *Daisha Van Der Watt, 10th Grade*
Chemistry Foundations, Mrs. Savage’s Class



I. Definitions:

1. Noah Webster’s 1828 American Dictionary on the English Language: “Water is a fluid, the most abundant and most necessary for living beings of any in nature, except air. Water, when pure, is colorless, destitute of taste and smell, ponderous, transparent, and in a very small degree compressible. It is repositied in the earth in inexhaustible quantities, where it is preserved fresh and cool, and from which it issues in springs, which form streams and rivers. But the great reservoirs of water on the globe are the ocean, seas and lakes, which cover more than three fifths of its surface, and from which it is raised by evaporation, and uniting with the air in the state of vapor, is wafted over the earth, ready to be precipitated in the form of rain, snow or hail.”

2. Definition from a Scientific Dictionary:

“Water is a colorless, odorless compound of hydrogen and oxygen. Water covers about three-quarters of the Earth’s surface in solid form (ice) and liquid form, and is prevalent in the lower atmosphere in its gaseous form, water vapor. Water is an unusually good solvent for a large variety of substances, and is an essential component of all organisms, being necessary for most biological processes. Unlike most substances, water is less dense as ice than in liquid form; thus, ice floats on liquid water.”

3. Principle Reasoned from Dictionary Definitions:

Everything on Earth needs water. It has no color, smell or taste. It covers between three-quarters and three-fifths of the earth. It is a good solvent for many substances. It can be precipitated into the form of rain, snow, hail or ice, which can float on water.



Nice socks! And Merry Christmas! Samantha Burton goes up for a slam dunk during a game in December. Both the AHS men’s and women’s basketball teams are undefeated in regional play this season. Go Patriots!

II. Quotes from Apostles and Prophets:

1. “The priesthood of Almighty God is available to worthy men wherever they may be—no matter their ancestry, no matter how humble their circumstances, in the nearest or farthest reaches of the globe. It is available without money or any worldly price...everyone who is thirsty can come to the waters...” (Dieter F. Uchtdorf “The Joy of the Priesthood,” Ensign, November 2012).
2. Principle Reasoned from Prophets: Here the priesthood is being compared to the waters of a sea. It is there for everyone. All they have to do is come to it by being worthy. The same principle applies to everything in Christ. All He asks is that we try to be worthy and do our best, and he freely gives to us.

III. Scriptures:

1. “Therefore with joy shall ye draw water out of the wells of salvation.” (Isaiah 12:3).
2. Principle Reasoned from Scripture: When we are obedient to Christ, He gives us “Living Water.” To draw water out of the wells of salvation means that we attain the highest blessing possible: eternal life.
3. “Jesus answered and said unto her, Whosoever drinketh of this water shall thirst again: But whosoever drinketh of the water that I shall give him

shall never thirst; but the water that I shall give him shall be in him a well of water springing up into everlasting life.” (John 4:13-14).

4. Principle Reasoned from Scripture: Sometimes in life we try to look for other things that will make us happy. People search their whole lives, when in reality, Christ is waiting with open arms to make us forever happy. He can give us eternal life.

IV. Personal Definition:

Every living organism needs water; it is the necessity of life. Water is a good solvent for many different things. Like the priesthood, it is there for everyone. It works for everyone. One definition indicates that when water is pure, it has no color, smell or taste. This reminds me of Christ. When we are baptized and come unto Him, all our sins are washed away and we are perfectly clean and pure. We no longer have the everyday “colors, smells, and sins” on us. We have to continually strive to stay like that. We do this by following his commandments and His example. If we come unto Him, He will give us Living Water out of the wells of salvation.

V. Change in Personal Perspective:

As I was doing this word study, I started thinking about service, and the idea of “drawing out of the wells of salvation.” We draw out of the wells by following Him, and especially by helping His children. I know that in my life I can do better at this. I will be a better sister at home, and help others more.



Middle and high school students perform at the Christmas Choral Concert in December. Inspiring students to love and appreciate music, particularly sacred music, is one of the most powerful tools in the character education toolkit.



Calendar at a Glance

Updated 12/26/12

January

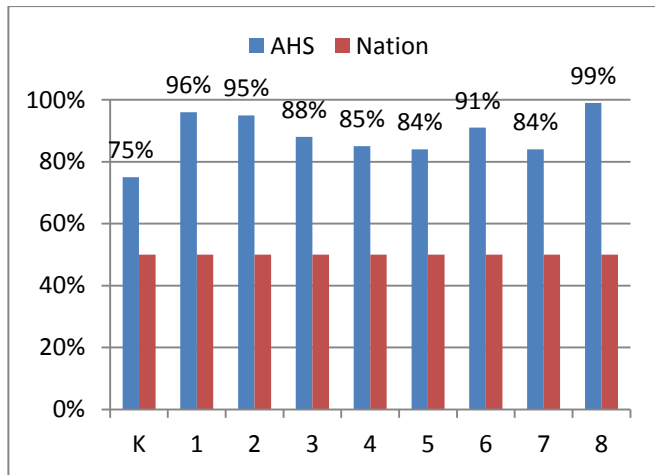
- 3 School Resumes
- 8 Geography Bee (4–8) 8:40 a.m.
- 9–10 **Final Exams (9–12)**
- 10 **Second Term Ends**
- 11 ACT Registration due for February 9 test
- 11 Teacher In-Service, No School (K–12)
- 18 Good Samaritan Lunch Day
- 18–25 Service Learning Trip, Mexico
- 21 Martin Luther King Jr. Day–No School
- 23 Required Parent Meeting 7:00–8:00 p.m.
- 24 Principal’s Assembly
1–3, 8:40 a.m. | 4–5, 9:10 a.m.
- 25 Principal’s Assembly (6–12), 8:10 a.m.
- 25 All Kinder attend PM 12:00–3:00 p.m.
- 25 Dance Festival (K–12), 1:00–3:00 p.m.
- 30 First Grade Devotional, 8:40 a.m. Soderstrom
- 31 First Grade Devotional, 8:40 a.m. Sivert
- 31 First Grade Devotional, 2:00 p.m. McNamara

February

- 1 Student Talent Show 7:00 p.m. (7–12)
- 1 **Teacher In-Service, No School (K–6)**
- 6 Patriotic Program Technical Rehearsal 8:40 a.m.
- 7 Patriotic Program Dress Rehearsal 8:40 a.m.
- 8 Patriotic Program Matinee 10:00 a.m. (2–6 and 7–12 choir)
- 8 Grandparents Day (9–12) School ends at 12:05 p.m. (K–12)
- 8 Patriotic Program 7:00 p.m.
- 9 ACT administered at AHS 8:30 a.m.–12:00 p.m. (#412)
- 9 Girls Choice Dance 8:00–11:00 p.m. (14 and up)
- 14 Valentine’s Day Celebrations 2:00–3:00 p.m. (9–12)
- 14 Eleventh Grade Devotional 8:20 a.m.
- 15 Midterm
- 15 **Teacher In-Service, No School (K–6)**
- 18 **Presidents Day, No School (K–12)**
- 18 2013–2014 Priority Registration Due for Current Patrons
- 19 2013–2014 Open Community Registration Begins
- 19–21 Book Fair Tu. 12–3 p.m. W & Th. 8 a.m.–8 p.m.
- 19–21 AHS Science Fair (Required 4, 6, 8, 9–12)
- 20 **Parent Teacher Conferences 4:00–8:00 p.m.**
- 21 **Parent Teacher Conferences 4:00–8:00 p.m.**
- 22 **Teacher In-Service, No School (K–12)**
- 28 Fourth Grade Devotional 2:00 p.m.

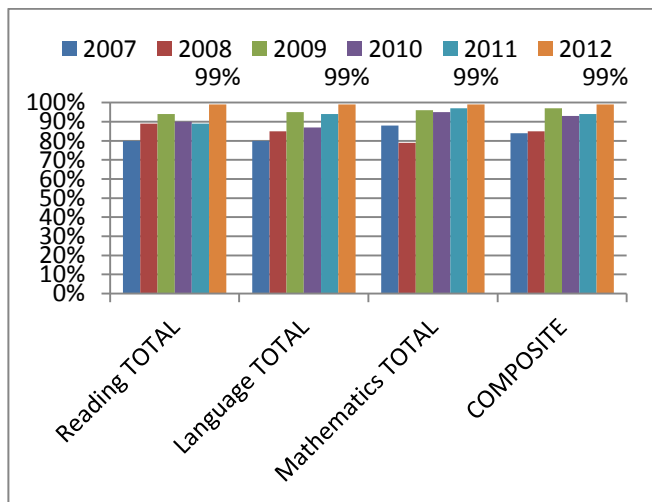
AHS Students Post Outstanding Academic Results in 2012

Six-year trends show continued school-wide academic excellence and improvement as measured by K-8 results on the ITBS and illustrated below.



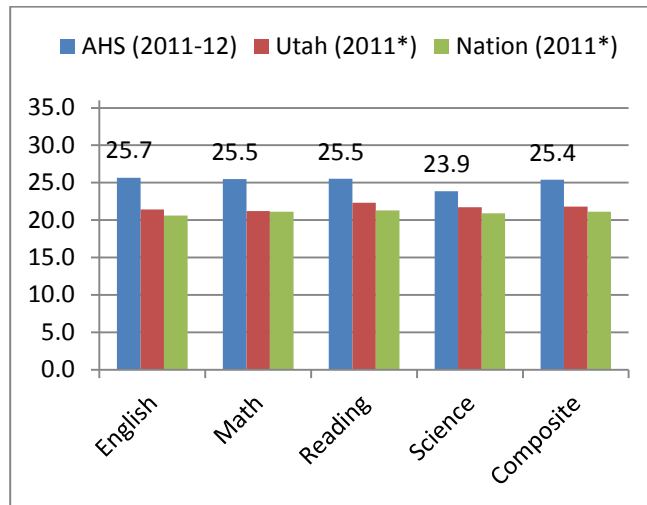
K-8 ITBS Composite Scores (2011-2012)

Noteworthy among other impressive testing results, AHS’s eighth grade class of 2012 performed as a whole in the 99th percentile of all eighth grade classes nationwide who took the ITBS exam.



Grade 8 ITBS Scores 2007-2012 Trends

AHS high school students’ ACT average scores remain well above state and national averages, as follows:



*Average AHS High School ACT Scores 2011-2012, compared to state and national averages. (*2011 most recent available)*

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



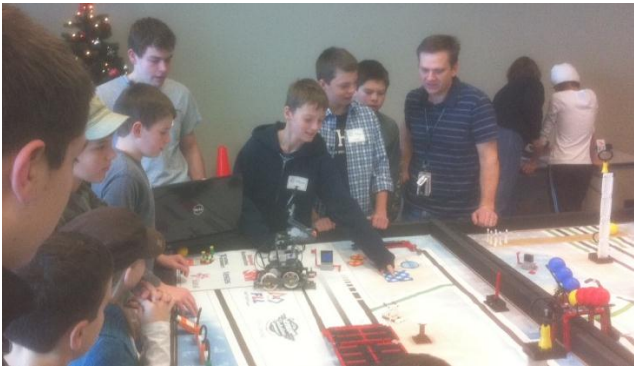
AHS robotics team students, Adam Sheets and Brenden Van der Watt, compete in their first robotics competition, sponsored by Intel-Micron Flash.

Robotics Program Inspires Students in Science, Technology, Engineering and Math

“Construct a robot that will cross a bridge, make a quilt, fix a chair, and have a useful purpose for the country’s elderly population.” Could you do it? Two teams of students at AHS, grades 5-8 (approximately twenty total) have been sponsored by local Intel-Micron Flash Technologies to do just that. Part of the

national 2012-13 First Lego League Robotics competition, AHS received a call from parent Gregg Cowley over the summer, a software engineer for Intel-Micron Flash, asking if American Heritage might be interested in fielding a robotics team sponsored by his company.

“This is just the kind of project-based learning that we love—and need more of” said Head of School, Grant Beckwith. “We were so grateful for Mr. Cowley’s call, and Mrs. Camp, one of our assistant principals, and Mrs. Long, one of our math teachers who has a love of robotics, didn’t waste a minute diving right into this program with Mr. Cowley.” A Lego league may sound like child’s play, but it’s far more than that. “The Legos are the building blocks, but this robotics program has as much to do with software programming, engineering, math, and physics than it does Legos... and, of course, Legos make it so fun and accessible to the students,” said Mr. Beckwith. “Remember the word-problem in physics class ‘a train leaves Seattle traveling 65 mph, and another train leaves Los Angeles traveling 85 mph?’ Robotics takes these relatively stale problems and brings them to life with projects and applications.”



Gregg Cowley, AHS parent and robotics team mentor, works with students at a recent robotics competition. The task objectives are to build a robot that can “cross a bridge, make a quilt, and have a useful application for the elderly” – among others.

NASA Jet Propulsion Scientist Visits AHS, Shows Recent Mars Landing

In September, Todd Barber, a jet propulsion engineer from the NASA Jet Propulsion Laboratory in California, who worked on the successful NASA/JPL Mars Curiosity exploration, made a special trip to AHS, where he addressed students at all grade levels in a series of assemblies.



Todd Barber, second from right, a NASA jet propulsion engineer, visited AHS in September for a series of assemblies at all grade levels. He showed rare video footage of the Mars Curiosity mission, and explained to students the extraordinary scientific advances that make a Mars landing and exploration possible.

It was a fascinating presentation that generated much excitement for math and science at AHS. Many thanks to Mrs. Dewey, parent, and Mrs. Willis, AHS science teacher, for their efforts in bringing Mr. Barber to AHS.

National Geography Bee Finalists



AHS Classroom Geography Bees concluded before Christmas break. The winners of the class bees, along with other high score finalists listed below, will compete in the all-school geography bee to be held on January 8 at 8:40 a.m. The all-school winner will have the opportunity to compete in the state level bee, in hopes of moving on to the National Geographic Bee in Washington D.C. Congratulations to our ten finalists:

- Caleb Uhl – Updike (7th grade winner)
- Adam Sheets – Updike (finalist)
- Danny Jones – Updike (finalist)
- Drew Jensen – Updike (finalist)
- Oak Jones – Richardson (6th grade winner)
- Nathan Holmstead – Yamada (8th grade winner)
- Taylor Anderson – Yamada (finalist)
- Sam Andersen – Griffith (finalist)
- Aaron Boden – Smith (5th grade winner)
- Bronson Woolston– Knight (4th grade winner)

We are so grateful to teachers for supporting the Geography Bee, and for Liz Jacob, assistant principal, who is heading up the Geography Bee this year.

Congratulations Spelling Bee Winners!

We experienced a “frabjous” first term celebrating language through spelling words with approximately 20 classroom Spelling Bees at American Heritage School. Class winners 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 Leland Anderson, our middle and high school Principal, for serving as our pronouncer in the All-School Bee.



Congratulations to Rachel Andersen, 6th Grade, from Mrs. Tolman’s class, our School winner, who will represent AHS at the regional 2012 Utah Valley Spelling Bee at UVU.

Frabjous: \’frabjus\ [no alternate pronunciation(s)]

Part of speech - adjective; Definition - wonderful (combination of fabulous and joyous).



SENIOR SPELLING BEE WINNERS
(Grades 2-8, pictured above, left to right)

- Rachel Andersen, first place (6th Grade)
- Ammon Olayan, second place (4th Grade)
- Lauren Willardson, third place (6th Grade)



JUNIOR SPELLING BEE WINNERS
(Grades 1-3, pictured above, left to right)

- Liahona Olayan, first place (3rd Grade)
- Christian Sorensen, second place (2nd Grade)
- Jenny Bryner, third place (3rd Grade)

High School Students Win Regional Honors in Veteran’s Day Speech Contest



Congratulations to Michelle Morris who won third place in the regional high school Veterans Day Speech Contest (Mary Kawakami sponsor), and also to Caleb Uhl and Christopher Holmstead who received honorable mentions. Way to go, students!

Journalism Class Begins Publication of “Patriot’s Pen” Student Newspaper

Did you know that the high school journalism class has launched a student newspaper? It’s called “The Patriot’s Pen.” Under the direction of Student Editor-in-Chief, Cynthia Chan, and Managing Editor, Mrs. Meeks (Journalism Instructor), with guidance from Editor-in-Chief, Mr. Anderson, and Publisher, Mr. Beckwith, the most recent edition can be found online at the following link. The next edition will hit the presses soon. “I am so proud of the work our student journalists are doing,” said Mr. Beckwith. “There is so much happening on campus, we can’t possibly

capture it all in the American Heritage School News anymore, which is written mainly for parents, alumni, and friends of the school.” The Patriot’s Pen, on the other hand, is written entirely by students for students. Check it out!

http://www.american-heritage.org/Content/Docs/Student/Student_Newsletter_10_2012.pdf

Children Serving Children with Annual Teddy Bears for the Ogden Rescue Mission

Each year, students in grades K-12 participate in the annual AHS Christmas fundraiser for the Ogden Rescue Mission, a Christian-oriented homeless shelter and medical clinic that partners with AHS to provide a teddy bear to children who come for food, shelter and medicine throughout the year. Students at AHS work to earn their own money for the bears that they donate, and then, on the last day of school before Christmas break, line up to hug all of the bears before they are shipped to Ogden (following a devotional from Mrs. Updike on the significance of the word “bear” – of course!). This year, 542 bears were donated to the family shelter in Ogden, and 44 non-bears to a women’s shelter in Orem.

Following is an experience recounted by Angela Johnson, our parent coordinator for this project, as she dropped the bears off at the shelter in Ogden.

“Jim Filger at the Ogden Rescue Mission had invited us to take a tour of the mission when we brought up the teddy bears. My husband and I decided to take our children. What a wonderful experience!”



Mrs. Camp, assistant principal of the elementary school, has been at AHS for over twenty years. She sews a few bears that need stitches before going to the homeless shelters.



As you may already know, the rescue mission holds a chapel service, so this is why they don’t receive any federal funding. They mentioned there has been a huge need for recovery programs, as many can’t afford outside cost of these programs. They started a women’s recovery program this year, and as you would guess, they are now seeing more children as well. Jim mentioned that they are also seeing an increase in the number of young men coming in.

A man named Walt gave us a tour. He was one of many that works at the mission who also has gone through the recovery program. He couldn’t say enough about the director and the great work that is happening there. He also pointed out a man who went through the program and had come back to help the mission when he had gotten his degree in pharmacy tech. We saw the dentist at work. A worker mentioned that they only pull teeth. This is where she says the teddy bears really come in handy when the children leave. One of the workers in the medical center mentioned that her husband counsels foster children. She said they are often so nervous to talk to him that she has taken some teddy bears to him, also, to help comfort these children.

Walt also mentioned that there is a huge need for socks. He talked about one gentleman washing his one pair of socks every night, and mentioned that the shelter will accept ‘anything and everything’



One of these bears is not like the others! This year, AHS students earned and donated 542 bears to a family shelter in Ogden, and 44 non-bears to a women's shelter in Orem (baby not included).

when it comes to donations. He said people can come and take a tour anytime or call to help or drop things by. Lastly, he mentioned that when the homeless see people come, their faces light up. He says they feel like 'we are not just a nobody but that somebody cares.' As he had firsthand experience having been someone that was served by the mission, it was very moving. I wanted to include the address in case anyone needed that. Have a Merry Christmas!"

Ogden Rescue Mission
 2775 Wall Avenue, Ogden, UT 84401
 Jim Filger (801)399-3058

International Student Spotlight

Did you know that in addition to students who study AHS curriculum from home in 8 different countries, we also have international students who attend on campus in American Fork from Germany, Australia, Canada, China, Hong Kong, Korea, Japan, and Venezuela?



Mercedes Ng (Nok Yi) is one of our international students who joined American Heritage this year in 11th grade. Mercedes is from Hong Kong. She was born in an LDS family, and she

has an elder brother who is now serving his mission in Australia. Mercedes enjoys playing the bassoon, and played in her school's symphonic band at a previous school for almost 4 years. Mercedes feels very fortunate and glad to be part of the American Heritage Lyceum Philharmonic this year. She loves the opportunity that playing in the Philharmonic presents to create beautiful music with other students. It is one of her favorite aspects of being a student at American Heritage School.

Mercedes' favorite classes are visual arts and math. She loves making crafts and drawing. She also enjoys watching movies and hiking. Mercedes uses her free time to go on walks and to the gym and to watch movies.

Mercedes became acquainted with American Heritage School through a close friend who was a former international student and alumni at AHS. Her purpose for studying abroad comes from a desire to experience the life and culture of the United States, and because she wants to learn to be independent.



International students Sebastian Wegel (Germany), and Hyeweon Kang and Ellie Woo (Korea), post the "95 Theses of Gratitude" on Mr. Beckwith's door as part of a class project. Sebastian was particularly excited to play the part of Martin Luther – a fellow countryman!

When Mercedes lived in Hong Kong she studied in a Christian girls' school. This sometimes made her feel uncomfortable because she was the only LDS church member at her school. Since becoming a student at

American Heritage School, Mercedes has enjoyed the association of many members of the Church. She has also found that she no longer needs to worry about having different standards as her friends because at American Heritage School her friends are members who encourage her to make good choices and to keep her high standards. Mercedes also appreciates how helpful and patient others are at American Heritage. She says she loves attending here. Welcome, Mercedes!

“Stepping Stones for Generations” Benefit Auction & Fundraising Report

On November 2, we held our “Stepping Stones for Generations” annual benefit dinner and live auction in support of our teachers and students. The event was a tremendous success, and we are very pleased to report that as of December 31, we have raised \$170,000 toward our \$200,000 matching goal for the year! Including the match, this means we have raised \$340,000 before the New Year! We could not be more grateful to the many generous parents, grandparents, friends, and employees who continue to support our fundraising efforts. If you have not yet donated, and are still planning to donate, it’s not too late. The challenge grant is in effect for the school year, which means we could still raise another \$60,000 with only \$30,000 in direct donations (including through pledges to be fulfilled later in the school year). Give online at <https://www.american-heritage.org/Home/Give> or deliver a check to the school. Sacrifice consecrates our efforts, and every dollar counts!



Mr. & Mrs. Chen enjoy the AHS benefit auction in November. The Chens joined the AHS community this year, bringing their family from New York City.



Even teachers give to the annual campaign each year. This year, one teacher donated hundreds of these hand-made wooden “Tokens of Gratitude” for the benefit auction.

AHS Accreditation Visit by PNAIS Scheduled for March 2013

By Leland Anderson, Principal 7-12

In a 2010 phone conversation, a gentleman from another state expressed amazement that a school with a faith-based mission-statement such as American Heritage School’s had become accredited and received transferability to public schools—a milestone which became effective for the 2009-10 school year. Though very pleased by this, he wondered how a school with a faith-based mission statement could receive regional and national accreditation. I responded that American Heritage School’s Mission Statement has been and will continue to be fundamental to the AHS Accreditation process. I recounted a brief history of AHS’s accreditation process, repeated and elaborated here:

In 2007, AHS became a candidate for accreditation through the Pacific Northwest Association of Independent Schools (PNAIS). Prior to this, then Principal Grant Beckwith and the Board of Trustees determined that PNAIS was the preferable accreditation option in that AHS would be evaluated for (1) alignment of classroom practices with the School’s mission statement, and (2) the School’s implementation of good practices commonly found in bona-fide educational institutions.

Alignment of Practices with AHS Mission Statement

The PNAIS accreditation process is heavily focused on the question “Does the school deliver what its mission statement says it delivers?” Even prior to becoming a candidate for PNAIS accreditation in 2007, American Heritage School’s Board and Administration have focused on, and been guided by, the school’s mission statement. In 2007, the Board put in place a 20-year Strategic Plan, including a “Statement of Core Strategic Vision” and an official motto that crystalize the School’s mission statement and strategic plan into short and carefully worded phrases:



Mousetrap – AHS style! An elementary mechanical engineering assignment that involved families throughout the school community: build a mousetrap that is triggered by a golf ball which sets off a series of necessary reactions before it captures the mouse. Gotcha!

“By 2027, American Heritage School will be an effective educational resource for parents worldwide in assisting children and families to maximize their divine potential” (Vision Statement), and “Educating Hearts & Minds for Latter-day Families” (Motto).

In addition to formally adopting the strategic vision statement and school motto, the board also revisited the mission statement, and unanimously decided to retain its mission statement unmodified, including its seven aims as follows:

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;

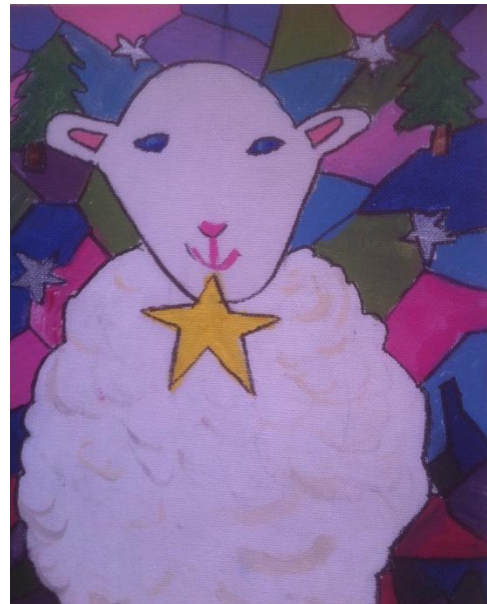
5. Learn to reason and discern between right and wrong, truth and error;

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 in so far 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. (AHS Mission Statement)



Christmas Lamb, acrylic on canvas, by Victoria Green (2nd grade), displayed at the Springville Art Museum’s, “2012 Christmas Lamb Show” - featuring student artwork about the birth of Christ. Of the 70 pieces chosen by the museum from across Utah County, 15 were from American Heritage. A private donation to AHS’s elementary art program this year made funds available for canvases, acrylic paints, brushes, and other fine art implements in elementary school.



Lyall & Jenny Swim enjoy dinner at the AHS “Stepping Stones for Generations” benefit auction. Both serve on the school’s Development Committee, which is tasked with helping the school to meet its fundraising targets each year. It’s a big job, but not too big when so many in the community give together.

Accreditation “Major Standards and Good Practices”

The visiting accreditation team will also want to ensure that AHS operates according to PNAIS “Major Standards and Good Practices.” A copy of these standards and practices is available for review on the AHS Edline Site.

To demonstrate AHS’s implementation of good practices, AHS has been going through a reflective “Self Study” process through which board members, administrators, teachers, parents, and students discuss and write answers to hundreds of questions about every aspect of the school from classroom curriculum, to finance, to health and safety, to administration. The process results in school-wide improvement and a written Self Study document.

AHS has studied accreditation questions through focus groups, teacher in-service, and collaboration times (used regularly for curriculum mapping, analysis, and refinement), administrative meetings, and parent meetings. Moreover, the AHS Board of Trustees has allocated significant meeting time to discuss self-study questions, especially questions related to institutional leadership. Board-level committees and sub-committees meetings have also met to develop and refine the short- and long-term plans of the school.

In conclusion, after many years of preparing, we are now ready to host a full-team visit by peer school

administrators, teachers, parents, and board members. Visits in 2010 from peer school heads, Nate McClennen and George Edwards, and then again in 2012 by Frank Magusin (who will serve as Team Chair), confirmed that AHS is ready for a full-team visit. The four-day Accreditation Team Visit will be hosted at American Heritage School from Sunday, March 10 (visiting team gathers and holds preliminary meetings at their hotel) through Wednesday, March 14. Although no definitive representations can be made, the visit is expected to result in dual accreditation with both PNAIS and NWAC (AdvancEd).

Thank you to so many in the school community who have been involved in the accreditation process. The rigorous self-study process has been a great blessing to the quality of our programs, operations, and offerings!



Any votes for this uniform at AHS... or whistles? “The Sound of Music” was a hit this year (and we promise not to get any bright ideas about uniform inspection lines).

Health & Safety Bulletin

By Bob Wheeler, Director of Health & Safety

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

Take time to get the 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 the most common.



The team that keeps us safe! AHS Security and Facilities staff, Bob Wheeler, Director (left) and Jake Sivert, Assistant Director (right), enjoy an AHS faculty retreat with their families at Liberty Park and Tracy Aviary in August.

The 2012 – 2013 influenza vaccine is made from the following three viruses: Influenza A (H1N1), (H3N2), and Influenza B virus. While the Influenza H1N1 vaccine is the same as last years, the H3N2 and B virus are different.

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. You can find them in most supermarkets and drug stores. If using a hand sanitizer, rub your hands together until the gel is dry. The gel does not need water to work; the alcohol in it kills the germs on your hands.

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

1. Wet your hands with clean running water and apply soap. Use warm water if it is available.
2. Rub hands together to make lather and scrub all surfaces.
3. Continue rubbing for 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under running water.

5. 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.

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 two days of symptoms) to treat people who are very sick (those who are hospitalized) and those who are at an increased risk of severe flu illness, such as pregnant women, young children, people 65 years 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.



Third Grade Students celebrate their literature and music study of Johannes Sebastian Bach by attending a special Bach organ recital with a tabernacle organist. Celebrations and field learning are an important part of the Principle Approach methodology at AHS.

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 lunch 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).

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

Air Quality Standards and Recess Guidance

Changes are coming to the Utah air quality alert system. The Utah Department of Environmental Quality is modifying their air quality alert system by moving to a six color system that attempts to more precisely delineate the health risks at each level of pollution, beginning January 2013. The old three color system (green, yellow and red), described air quality conditions as: Good; Moderate and Unhealthy. Amanda Smith, executive director of the Utah Department of Environmental Quality said the old three color system has caused problems for the public. "It has been confusing for people who thought that the red meant that it was unhealthy. Really what red meant was that it was a mandatory no-burn day in winter." The new system is an attempt to separate the two issues.

At American Heritage, we monitor air quality in Utah County several times throughout the day. This information is used to determine whether we schedule indoor recess rather than outdoor recess based on the air quality.



Alumni, Marianne Sorensen (Class of 2012), and Brandon Bills (attended through middle school), visiting AHS on the day that Brandon returned from Marine Corps boot camp.

We follow the Utah Department of Health recommendations for schools in monitoring outdoor activity based on PM2.5 (Particulate Matter), also known as particle pollution. This is a complex mixture of extremely small dust and soot particles that can cause unhealthy air pollution, primarily during the winter months (inversion). During the remaining warmer months of the school year, we monitor ozone levels. Ozone is formed when hydrocarbons and nitrogen oxides chemically react in the presence of sunlight and heat. Hydrocarbons are emitted by gasoline burning engines (cars and trucks) and other combustion processes. The highest ozone levels are during the summer when strong sunlight, high temperatures and stagnant air is trapped in the area over a period of several days.

Under the new Utah scale for pollution-alert days by particle concentration, PM2.5 levels between 0-15.4 are "Green" or considered "Good"; 15.5-35.4 are "Yellow" or "Moderate"; 35.5-55.4 are "Orange" or "Unhealthy for sensitive groups"; 55.5-140.4 are "Red" or "Unhealthy"; 140.5-210.4 are "Purple" or "Very unhealthy"; and 210.5+ are "Black" or "Hazardous".

The following are the recess guidelines we follow: When PM2.5 levels are 0-24.4, no action is taken. 24.4-35.4, those with significant or poorly controlled

asthma, chronic lung disease, congenital heart disease or other respiratory problems are encouraged to stay indoors. 35.5-55.4, “sensitive students” are advised to stay indoors. 55.5-90, sensitive students and students experiencing respiratory symptoms are advised to stay indoors. Symptoms may include coughing, wheezing, shortness of breath, and chest tightness. 90+, all outdoor activities are cancelled.

Parents, with advice from your health care provider, should contact the front office (Mrs. Mulvey, lmulvey@ahsmaail.com) if your child is “sensitive” to poor air quality. We will not place a student in the “sensitive” category without parental instruction – even if your child has been reported on your application for enrollment as having asthma or other respiratory concerns. “Sensitive” children for purposes of Utah air quality guidance may include those with significant or poorly controlled asthma, cystic fibrosis, chronic lung disease, congenital heart disease, compromised immune systems, or other respiratory problems.

For your information: the daily PM2.5 level is located at www.airquality.utah.gov. Additional information on air quality guidance for schools is located at www.health.utah.gov/asthma.

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, and will also be mailed to your homes. Tell us how you feel about individual teachers, administrators, academics, programs, facilities, events, and more. Surveys are entirely anonymous and are used as one of various tools in evaluating programs, personnel, and offerings for the current and upcoming year. This round of surveys closes on January 15. We will conduct another round of surveys in April/May. Please take some time to help us with this very important feedback process:

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



We are all custodians! Personal stewardship for the building is an important part of AHS culture.

Tips & Tools for Parents

By Trudy Camp, Asst. Principal K-6

American Heritage School families create a home of learning for their children. The Saxon math program involves parents in their children’s academic development in a natural way through the Saxon math methodologies.

Elementary school children work with their parents in completing and correcting daily Saxon math assignments. The children have the blessing of one-on-one instruction from their parents as needed. This can be a bonding experience between parent and child. Parents reinforce math concepts that the teacher taught their child earlier in the day during their math class. This “report to parent” process provides children with review, practice, and interaction with their parents.

Below are a few mathematical activities adapted from the Saxon math program (see Saxon Math Resources) that parents may enjoy doing with their children at home:

Help your child master math facts in fun ways.

- ✓ The first step to learning math facts is teaching the concept. This is fun to do with foods, especially for subtraction. Place small marshmallows, raisins, nuts, or other small foods on the table along with your child’s math fact sheet. As the child subtracts the number of pieces written on their math fact sheet, they can eat the foods as a snack.



The afterschool American Heritage Youth Chorus includes nearly a hundred voices from elementary through high school. Like the orchestra, it is a magnet program for musical talent and is open to the community without full-time enrollment.

- ✓ Math facts can be taught while mating the socks while during laundry duties. Teach your child what a pair is. Group colors and multiply.
- ✓ Practicing with math fact cards is effective. Drill those that are especially difficult for your child on a daily basis and review those already mastered a few times weekly. Working this in your child's routine such as just before bedtime will assure consistent practice.

Allow and encourage your child to count and use money.

- ✓ Ask your child to count the change from your wallet or pocket at the end of each day. If desired, put the change in a container for a special activity at the end of the month. At the end of each month the money can be counted and recorded.
- ✓ Allow your child to try to pay with the correct bills and coins when buying items at a store.
- ✓ Older children may be allowed to help you write checks and balance your checkbook.

Help your child practice telling time using an analog (not digital) clock.

- ✓ Begin with telling time to the hour and half hour.
- ✓ Ask your child to tell you when the clock shows the time you need to leave to go somewhere or the time a television program begins.
- ✓ Help your child understand the difference between a.m. and p.m.

Play games that require math skills with your child. Some games that include practice of counting, addition, logic, ordering numbers, and graphing include: Chutes and Ladders, Yahtzee, Dominoes, Monopoly, Football Multiplication, Slam Dunk, Math Around the Home, Fraction Formula, and Check Math.

Help your child measure height and weight.

- ✓ Tape a measuring tape to a door frame, mark your child's height, and ask him/her to read his/her height from the tape. Do this every third or fourth month.
- ✓ Help your child use a bathroom scale to weigh pets or household objects. Try to estimate how much something weighs before weighing it.
- ✓ Ask your child to use a ruler or tape measure to measure objects in your home.

Ask your child to help measure ingredients when you cook or bake.

- ✓ If a mix requires a half-cup of water, ask your child to fill the cup to the correct level.
- ✓ When measuring sugar or flour, ask your child to select and fill the correct measuring cup.
- ✓ Ask your child to count and measure to find out how many teaspoons are in a tablespoon, how many cups in a pint, quart, and gallon, etc.

Help your child read road maps and street maps.

- ✓ When taking a trip out of town, show your child a road map and discuss the route you will follow.
- ✓ If you have a street map of your own city, discuss the location of places that your child can identify and talk about the streets you would take to go from your house to those sites.
- ✓ Use Google Maps to determine the various routes to Grandmother's house, which roads you should take, and time and distance to get there.

American Heritage School families create a home environment of learning in a variety of ways. The next time you are with a group of parents from the American Heritage School community, begin a conversation by asking how others create an environment of learning in their homes. You will be surprised at the creative and fun ideas shared. Enjoy the wonderful experience of bonding with your child through the mastery of mathematics in the home!



Peter Knecht, Asst. Director of the AHS Distance Education Program, and his wife, Amber, load some of the first “Family School” volumes into a van for mailing to customers around the world. AHS distance education families are now located in 37 states and 9 countries.

***AHS Innovations in
Homeschool & Distance Education***

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

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

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

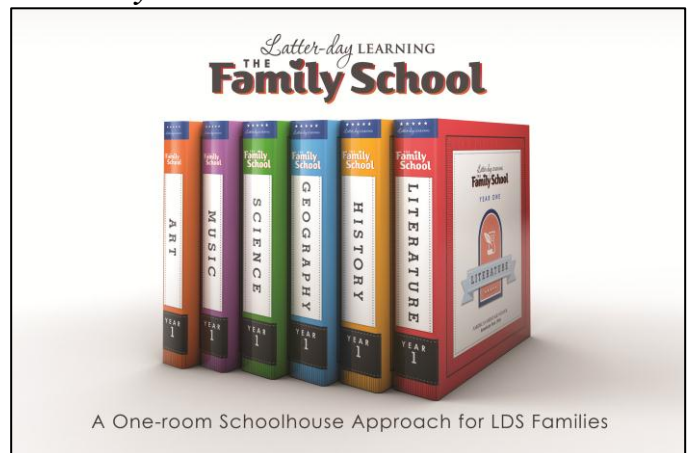
American Heritage School’s Distance Education Program now provides Family School curriculum or Online School courses to approximately 369 homes and 600 students of ages K–12 living in 37 states and 9 countries (Australia, Brazil, Canada China, France, Hong Kong, New Zealand, South Korea, United States) in approximately 3,200 course enrollments.

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

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

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

The Family School: K–6 Curriculum



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

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

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

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

Online School: 7–12 Courses

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

RIGOROUS, LDS-ORIENTED COURSES

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

FORMAT CHOICES

Online School courses are available in three formats:

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

INTERACTIVE MENTORING

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

A DIPLOMA

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

Parent School: Training and Resources

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



EDUCATING
Hearts & Minds

**ONLINE, LDS-BASED
K-12 COURSES**

AMERICAN-HERITAGE.ORG
801-642-0055 • 1-800-921-8752 TOLL FREE

Elementary, middle, and high school programs • Interactive mentoring with master teachers • Summer school • Diplomas • Credit advancement • Credit recovery • Proven curriculum • Accredited nationally through Northwest Accreditation Commission



Parent School trainings & resources will include:

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

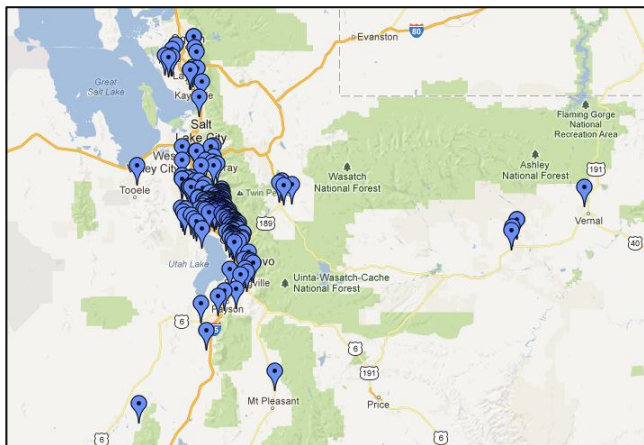
Parent School topics will include:

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

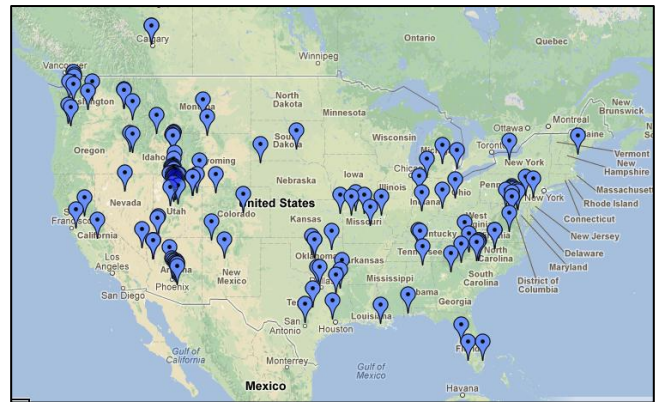
***American Heritage School
Homeschool and Distance Education
Used in Homes Worldwide***

American Heritage School’s Distance Education Program now provides Family School curriculum or Online School courses to approximately 370 homes and 600 students of ages K–12 living in 37 states and 9 countries (Australia, Brazil, Canada, China, France, Hong Kong, New Zealand, South Korea, United States) in approximately 3,200 course enrollments. The locations of these families are illustrated in the maps below.

AMERICAN HERITAGE HDE HOMES – CENTRAL UTAH



**AMERICAN HERITAGE HDE HOMES
CONTINENTAL U.S.**



Approximately 370 homes and 600 students (3,200 course enrollments) in 37 states comprise the quickly growing American Heritage HDE program

AMERICAN HERITAGE HDE HOMES - WORLD



*American Heritage HDE students are located in 9 countries:
US, Canada, Korea, China, Hong Kong, Australia,
New Zealand, Brazil, and France*

***AHS Launches Worldwide Network:
LatterdayLearning.org***

In July 2012, American Heritage School launched LatterdayLearning.org, which includes a network of 629 families at the time of this writing, a blog with hundreds of high quality posts, and a curriculum store for AHS Family School and Online School products. This site was created to serve the growing LDS homeschool community, locally and worldwide.

Many thanks to Kristina Law (project developer and AHS parent whose volunteer hours helped launch this site), Tasha Hobson, Samantha Hollister (graphic designer), and Richard Robbins (SEO Consultant).



In the summer of 2012, AHS launched the “Latter-day Learning Network,” which is a community of homeschool and distance education families using AHS curriculum in their homes. Take a look at LatterdayLearning.org.

Sacrifice of Volunteers makes “The Family School” Possible

AHS gratefully recognizes and honors the sacrifices and volunteerism of the following individuals (many of whom are AHS parents providing volunteer service hours) whose efforts have culminated in publication of *The Family School—Year 1* curriculum, which was released August 1, 2012:

- | | |
|--------------------|--------------------------|
| Jane Mack | Consultant Author |
| Nannette Wiggins | Consultant Author |
| Karen Arnesen | Author |
| Heidi Boden | Author |
| Annette Fugal | Author |
| Jolyn Mitchell | Author |
| Nancy Willis | Author |
| Autumn Cook | Editor |
| Elizabeth Hancock | Editor |
| Holly Harvey | Editor |
| Grace Sorensen | Editor |
| Monica Anguiano | Graphic Designer |
| Samantha Hollister | Graphic Designer |
| Julieanna Blake | Online Resource Designer |
| Sheryl Johnson | Online Resource Designer |
| Kristina Law | Social Media Management |
| Richard Robbins | SEO Consultant |
| Sathya Sridharan | Print Layout Designer |
| Tasha Hopson | Web Designer |

- | | |
|-----------------|---|
| Jill Bigelow | Board Member, Curriculum Committee Member |
| Janet Erickson | Board Member, Curriculum Committee Chair |
| Danny Mason | Board Member, Family Education Center Committee Chair, Development Committee Member |
| Kara Davis | Homeschool Mom and Consultant |
| Darren Wooden | Printing (Press Media) |
| Mary Kay Ware | Board Member, Curriculum Committee, Layout & Design |
| Michael Ware | Layout & Formatting |
| Peter Knecht | Assistant Director of Distance Education — Project Lead |
| Leland Anderson | Director of Distance Education |

American History Seminar to focus on The Minutemen and Their World



We are pleased to announce a new on-campus opportunity to deepen your love, understanding, and appreciation for America and the Founding Fathers.

The Minutemen and Their World is a directed readings seminar taught by Mr. Nick Gentile that serves as a half-credit History elective at American Heritage School. It introduces students to university-style work at a high-school pace by inviting them to explore the culture and society of the men, women, and children who experienced the American Revolution in Massachusetts between 1763 and 1775. To explore the sociocultural world of these inspired and inspiring patriots, students will read approximately 30 pages per week from two prize-winning monographs by two prize-winning historians: *Paul Revere’s Ride* by David Hackett Fischer (winner of the Pulitzer Prize in 2005) and *The Minutemen and Their World* by Robert A. Gross (winner of the Bancroft Prize in 1977). Then, during one on-campus class of one hour each week, students will discuss



Mr. Cornell, 5th Grade core instructor and living historian, reminisces during Constitution Day celebrations on the field at AHS. Mr. Cornell frequently spends summers participating in American Revolutionary and Civil War era re-enactment events.

what they have discovered in these exciting narratives about the political, religious, intellectual, military, and economic factors that combined to create a uniquely American culture and society in Massachusetts: one that was distinct enough from Great Britain by 19 April 1775 to make the colony's own Lexington and Concord the birthplace of the War of American Independence. Each week, students will also summarize their research, reasoning, and relating by writing a brief rhetorical précis, which, along with providing a priceless record of their learning, is a helpful form of analytical writing that will prepare them for university work.

Books for the Seminar: David Hackett Fischer, *Paul Revere's Ride* (1994; 1995); Robert A. Gross, *The Minutemen and Their World* (1976; 2001). Purchase whatever editions you'd like. Used paperback editions are usually the cheapest and can be found for as little as \$1 or \$2 on amazon.com.

Invitation to Enroll: If you want the Minutemen and their world—their hearts and heads, their folkways and faiths, their communities and congregations, their families and farms, their educations and eating habits, their professions and pastimes, their battles and bravery, and their heartaches and hearth stories—to become real to you, then this course is for you! Come, discover, and let the principles and perspectives of the Founders' everyday lives, human dramas, and providential paths bless you today.

Links:

Seminar schedule and syllabus: http://www.american-heritage.org/Content/Docs/Curriculum/Directed_Readings_Seminar.pdf

Registration:

<https://www.american-heritage.org/CourseCatalog/Product?id=407>

Tips:

https://docs.google.com/document/d/1u_fKMhT-Pjabnp-wN65ctHS9IwT0ZmK1O0ZxuM462u8/edit

Course Now Offered On Campus and Online: AP Music Theory



We are delighted to announce a new course now available on campus and through AHS's Distance Education Program: *AP Music Theory*, taught by Mr. Rob Swenson.

The ultimate goal of this AP Music Theory course is to develop each student's ability to recognize, understand, and describe the basic materials and processes of music that are heard and presented in a score. The course focuses on the development of five fundamental skills:

1. Aural skills (recognizing intervals, scales, modes, rhythms, meters and other musical elements)
2. Sight-singing skills (reading music at first sight through the use of tonic sol-fa singing)



Carlynn Raubenheimer signs the Constitution of the AHS Student Government Association. Sarah Bowman was sworn in as president, with Carlynn as Vice President.

3. Written skills (learning and applying principles harmony, voice leading from the common practice period)
4. Compositional skills (creating original music that follows compositional practices of the common practice period)
5. Analytical skills (examining written music to discover the compositional elements that make it what it is)

Students who take this course should already have a basic understanding of music notation and should be able to sing or play a musical instrument. Since sight singing is part of the AP Music Theory exam, students will be required to sing. AP Music Theory is a college-level course. Consequently, the quality and quantity of work required is greater than an average high school class. For more information, see the links below.

Books for the Course: Stefan Kostka and Dorothy Payne. *Tonal Harmony: With an Introduction to Twentieth-Century Music*, 6th Edition. (2004); Carol Krueger, *Progressive Sight Singing*, 2nd Edition (2011); LDS Hymn Book; *SmartMusic* software

(Available in AHS practice rooms; a student subscription is available for \$36 from www.smartmusic.com for students who wish to practice and take assessments from home).

Links:

Course schedule and syllabus: http://www.american-heritage.org/Content/Docs/Curriculum/AP_Music_Theory.pdf

Registration: <https://www.american-heritage.org/CourseCatalog/Product?id=408>

Tips: https://docs.google.com/document/d/1u_fKMhT-Pjabnp-wN65ctHS9IwT0ZmK1O0ZxuM462u8/edit

New Course Available Online: **American Government & Economics**



We are excited to announce a new course now available through AHS's Distance Education Program: *American Government & Economics*, taught by Mr. Ruel Haymond.

In this course, students are introduced to the foundational principles and forms of proper economy, from the home economy to the national economy. A major focus of this course is to help students understand scriptural perspectives on rich and poor, and how to focus our attention on and understand our responsibility for "feeding the hungry, clothing the naked, and liberating the captive." Students compare and contrast the Pagan and Christian concepts of existence and production in context of ancient and modern history. Understanding principles and philosophies of taxation, and its effects on nations and families, will also be researched, reasoned, related, and recorded by students.

During the second half of the semester, students are introduced to a variety of political economists from Plato to Smith to Keynes and reason and relate their writings to our current situation economically and politically. Students also study various forms of government and learn what socialism and communism

are and how these economic and political philosophies affect freedom and liberty in homes and schools.

Books for the Course: A 385-page course packet of readings and 4R exercises is available in print and electronic formats upon enrollment.

Links:

Course schedule and syllabus: <http://www.american-heritage.org/Content/Docs/Curriculum/12Government2011.pdf>

Registration: <https://www.american-heritage.org/CourseCatalog/Product?id=278>

Tips: https://docs.google.com/document/d/1u_fKMhT-Pjabnp-wN65ctHS9IwT0ZmK1O0ZxuM462u8/edit

Faculty News & Notes



Mrs. Jolyn Mitchell, along with nearly 20 other faculty members since 2006, have completed at least one level of a rigorous professional development program called "Master Teacher Development" – created for AHS teachers, and focused on AHS methodologies and teaching best-practices. Congratulations!

AHS Master Teacher Development Completion

Level I: Karen Logan, May 2012 (High School Science Teacher), and Jolyn Mitchell, May 2012 (Upper Elementary/Middle School Science Teacher)
Level II: Denise Gorrell, July 2012 (2nd Grade Core Teacher), and Penny DeSoto, August 2012 (3rd Grade Core Teacher).

Deanna Bingham's son, Parley (former AHS student) received his mission call to Indianapolis, Indiana. He enters the MTC on January 16, 2013.

Melanie Bills' son, Brandon (former AHS student), graduated from Marine Boot Camp December 14, 2012, and paid a visit to AHS in full uniform upon his return.

Elizabeth Willey (Crescendo Strings teacher) and Gregory Marsh were married in the Salt Lake Temple, December 22, 2012.



Welcome to Brooke Bailey (Girls Varsity Basketball Coach). Brooke is originally from St. Louis, Missouri. She moved to Utah several years ago to attend Brigham Young University where she graduated with a degree in Linguistics and a graduate degree in TESOL. Her career path has kept her in Utah for the past several years. Brooke is an instructor at Utah Valley University where she teaches English as a Second Language to international students. She is also a sign language interpreter for the Deaf. However, her favorite job is coaching the Lady Patriots basketball team at AHS. She loves working with these exceptional young ladies. Brooke has an older sister, two younger brothers, four nephews, and four nieces whom she loves dearly. In her free time, Brooke enjoys sports, exercise, music, playing the guitar, cooking, photography, traveling, and being with friends and family.



Welcome to Shanae Johnson (Girls JV Basketball Coach/Girls Soccer Coach). Shanae was raised in Delta Utah. Shanae graduated from Delta High School in 2009 and was a member of the Rodeo, Basketball, Soccer and Softball Teams. Growing up she played Basketball and Soccer for 17 years and loves to keep up with both of these athletic events today. She has been coaching Basketball for

four years and Soccer for three. Shanae is a certified UHSAA Basketball and Soccer official and she is currently enrolled at UVU majoring in History Education. She hopes to one day be a High School History Teacher and make a difference in young adult lives as they pass through her classroom. This is her second year coaching at American Heritage School, and she has loved getting to know her team members individually.



Mrs. Diann Jeppson (Distance Education Program Coordinator) is wholeheartedly engaged in the grand adventure of family building and community development. She is the owner of Family Forum, chairman of the Family Forum conference and co-creator of the Family Builder Program. She is the

founder and former President of the American Youth Leadership Institute. She has served on a number of non-profit boards, and enjoys administrative work. She and her husband Adam live in West Valley City, Utah and have four daughters and one grandson. She enjoys working as the business manager for her husband's gunsmithing business. In her leisure time, she enjoys singing with her daughters and hiking in the Wasatch mountains. She is delighted to be a part of American Heritage School team, and for the opportunity to assist with the success of Latter-Day Learning. Welcome, Mrs. Jeppson!



Welcome to Spencer Greenhalgh (French). Mr. Greenhalgh's love of the French language was born and raised in middle and high school classrooms in Northern Kentucky, refined during his service in the Switzerland Geneva Mission, and put to use at Brigham Young University, where he earned his BA in French

Teaching in December 2012. Mr. Greenhalgh is excited to be teaching at American Heritage School, where he can work with the same kind of academically and spiritually committed students that he taught during four semesters as a French 102 Instructor at BYU. He is married to the very beautiful Kathryn Greenhalgh, who patiently puts up with (and sometimes joins in) his pining for Switzerland, love for board games, and fascination with world history and current events. While there are few limits to Mr. Greenhalgh's enthusiasm for teaching and learning, he is particularly passionate about educational technology, real-world language activities, and helping students learn critical thinking skills and language-learning strategies. Welcome, Mr. Greenhalgh!

Farwell to Mrs. Ashley Beck (French) and Mrs. Dani Davis (Admin and Computer Lab), both of whom are leaving to be full time mothers, and are expecting their first babies soon! Congratulations!

Positions Available

We need your help finding great talent that you know and trust! We have opened a few positions at the school, including a full time administrative assistant (immediate opening), Debate teacher (part-time, immediate), 7-12 Math Teacher (full-time, 2013-14 year), and 7th Grade Core (full-time, 2013-2014 year). See the "Opportunities" page of our website for more details.

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



Ian, Michael, Spencer, and Jesse served as our color guard on the first day of school.

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).

Allen, Kate
Allred, Isaac
Andelin, Anna
Andelin, Jennis
Andelin, Karen
Andelin, Kathy
Andersen, Rachel
Andersen, Samuel
Anderson, Emily
Anderson, Linda
Anderson, Taylor
Anguiano, Samuel
Arguello, Valerie
Banner, Luke
Barlow, Joshua
Beckwith, Elizabeth
Beckwith, Samuel
Beeson, Oakley
Bell, Tyler
Bennett, Katherine
Bigelow, Alexandria
Bigelow, Catherine
Bigelow, Mark
Bingham, Hannah
Blair, Jessica
Blair, Joshua
Boden, Aaron
Bogges, Daphne
Bogges, Ian
Bogges, Jesse
Bowen, Sarah
Brady, Emma
Brandon, Kenzie
Brimhall, Hadley
Brinton, Allison
Brown, Caleb
Brown, Mckenna
Bruno, Kristelle
Burnham, Chloe
Burr, Jacob
Burton, Anna
Burton, John
Burton, Samantha
Bushman, Olivia
Bushman, Spencer
Bustamante, Guillermo
Butterfield, Jocelyn
Bybee, Draeton
Bybee, Klaesara
Bybee, Taeven
Call, Kennedy
Carlson, Chelsey
Carr, Emilynne

Carter, Samuel
Chan, Cynthia
Chan, Janice
Chenn, Madeline
Chipman, Amanda
Chun, Trustine
Cook, Clara
Cosgrave, Carsyn
Cosgrave, Cate
Cowley, Hyrum
Cowley, Sarah
Coy, Eliana
Crawford, Magdalene
Crawford, Rebekah
Crockett, Joshua
Cromar, Liberty
Crosby, Emma
Curzon, Nicole
Curzon, Sarah
Curzon, William
Davis, Abigail
DeSpain, Dorie
Dixon, Karina
Duncan, Marinn
Duncan, Misha
Dunn, Joeseeph
Frazier, Grant
Gardner, Addison
Gardner, Jacob
Gerlach, Angie
Graham, Jackson
Green, Kenya
Green, Tahlia
Griffith, Anna
Gunther, Truman
Hales, Christopher
Handy, Katelyn
Hansen, Kaleb
Harbaugh, Paisley
Harris, Braelynn
Haymond, Daniel
He, Ronal
Helvey, Chandler
Hill, Alex
Hill, McKenzie
Hilton, Ivonne
Hilton, Sarah
Hilton, Scott
Holmes, Megan
Holmstead, Christopher
Holmstead, Nathan
Holmstead, Ryan
Hu, Xuejun Hu (Angelina)

Huhem, Camilla
Huhem, Elisa
Huhem, Natasha
Hunsaker, Kaden
Hunsaker, Parker
Jacobson, Amanda
Jensen, Isabel
Jensen, Sarah
Jensen, William
Johnson, Brenna
Johnson, Brock
Johnson, Lauren
Johnson, Madison
Johnson, Sophie
Jones, Alyza
Jones, Aryn
Jones, Daniel
Jones, Ella
Jones, Oak
Jorgensen, Jens
Jorgensen, Josh
Kang, Hyeweon
Klingler, Sierra
Knecht, Andrew
Knecht, Reed
Lambert, Alexandra
Lambert, Gabrielle
Larsen, Alyssa
Larson, Cayla
Larson, Kymberly
Le, Beihe (Sunny)
Lee, Jiho
Lofgreen, Carsyn
Lundskog, Jacob
Lytle, Malissa
Ma, Haozhen (David)
Mason, Daniel
Mason, Kenna
Mathews, Ella
Maxfield, Landy
McGhie, Brenden
McGuire, Lindsey
McGuire, Stephanie
McNamara, Paige
Meeks, Jacob
Mendenhall, Mykalyn
Miller, Halle
Miller, Johnathan
Miner, Clark
Miner, Karina
Miner, Linnea
Monson, Jayden
Monson, Rosie

Morris, Michelle
Morris, Samuel
Mousques, Alessa
Mulvey, Lauren
Murdock, Hannah
Neal, Savannah
Neuhaus, Andrew
Neuhaus, Emily
Ng, Matthew
Ng, Mercedes (Nok Yi)
Nielson, Colin
Nielson, Davin
Norton, Skyler
Nunes, Jared
Nunes, Liana
Olayan, Ammon
Orr, Hope
Ostler, Garrett
Pack, Laelle
Peck, Kennedy
Peck, Lexie
Peterson, Adam
Peterson, Amanda
Peterson, Avalon
Peterson, Ethan
Peterson, Evan
Pierce, Aubrey
Pierce, Leah
Pierce, McKay
Price, Hannah
Rather, Christian
Raubenheimer, Carlynn
Raubenheimer, Tanlen
Reed, Abbigayle
Reid, Isaac
Reyes, Maya Tanner
Reyes, Parker
Rickenbach, Leah
Rickenbach, Logan
Roberts, Emily
Rosa, Melanie
Roskelley, Porter
Roskelley, Ryker
Rutherford, Grant
Sanders, Madeline
Sanders, Thomas
Santiago, Jayson
Selander, Jane
Sessions, Amber
Sessions, Andrew
Sessions, Noelle
Sheets, Sophie
Shelton, Olivia

First Term Honor Roll (Continued)

- Smith, Madison
- Smith, Taggart
- Sorensen, Michael
- Spangler, Katelyn
- Sperry, Joshua
- Stice, Cierra
- Stirling, Savannah
- Story, Allison
- Su, John (Rui Tao)
- Swim, Hannah
- Symonds, Addison
- Todd, Emma
- Todd, Katherine
- Tolman, Hannah
- Uhl, Caleb
- Uhl, Cara
- Valverde, Charles
- Valverde, Dylana
- Van der Beek, James
- Van der Beek, Jenaya
- Van der Beek, Joshua
- Van der Watt, Ariane
- Van der Watt, Daisha
- Vargas, Alexia
- Veach, Sadie
- Veach, Zachary
- Vosters, Tahara
- Wade, Hayden
- Waggoner, Taya
- Walker, Natalie
- Wegel, Sebastian
- West, Rachel
- Wilkins, Mia
- Willardson, Alexander
- Willardson, Ashley
- Willardson, Lauren
- Willes, Bailey
- Willes, Carly
- Williams, Ellie
- Williams, Jordan
- Winter, Alaynia
- Woo, Ellie (Sangmin)
- Woolston, Bronson
- Woozley, Timothy
- Yamada, Daniel
- Young, Caitlyn
- Young, Jaden
- Young, Sidney



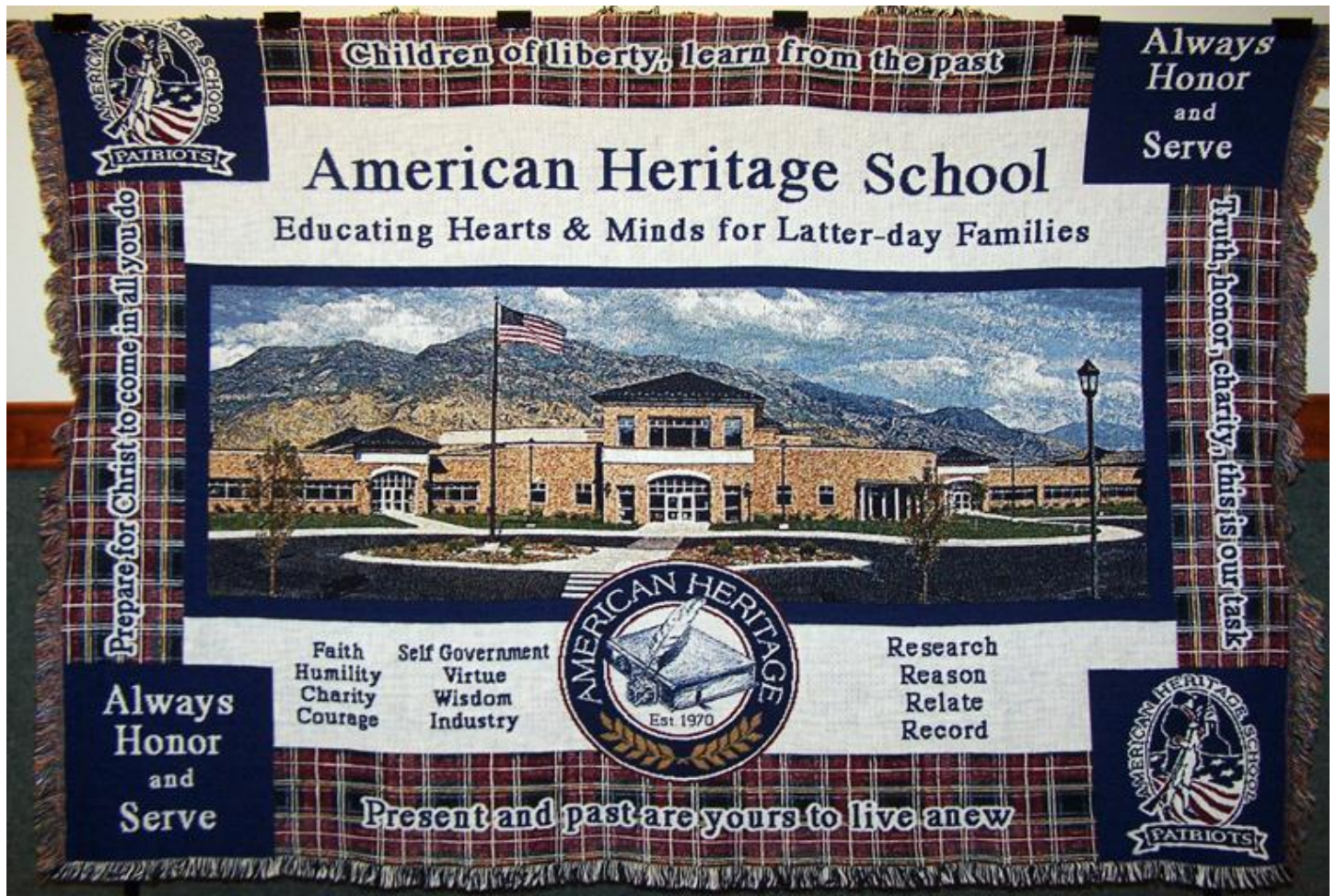
Bowl of Peaches

By Linnea Miner, 9th Grade

I slowly came out of my sleep full night. The ground is soft. The cottage is silent. No one is awake yet. I slowly walk outside. Dew is on the long grass. It smells of rain. It feels cold but refreshing. The grass is sharp and gives me chills. I wrap my brown thread-bare sweater around my shoulders. The delicate flower petals are still and covered in dew drops, round like little shiny beads. The path is long and stony. The gardens are as if they are singing with the birds in the crisp morning. Soon, I finally arrive at my destination. I see my tree, covered in soft, fuzzy peaches. They are hard and delicate. I retrieve three and start to make my way back to my family’s little cottage. Now my mother is up. She looks happily at what I brought home. She gently takes two of them and leaves the one remaining in my apron for me to enjoy. I wash it and curl up by the fire my mother has made. I enjoy my tart but sweet miracle and I ponder God’s world. It is light outside now. The world is waking up. I hear my mother sweetly humming a hymn as she prepares breakfast....



AMERICAN HERITAGE COMMEMORATIVE THROW/BLANKET



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DONATED TO THE SCHOOL

100% OF PROCEEDS
BENEFIT TEACHERS AND STUDENTS

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The Spirit of America Speaks

FRIDAY, FEBRUARY 8, 2013

MATINEE - 10:00 A.M.

EVENING PERFORMANCE 7:00 P.M.

ADMISSION IS FREE AND OPEN TO THE PUBLIC

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.

Welcome to
American Heritage School

Home of the Patriots



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

– D&C 64:34



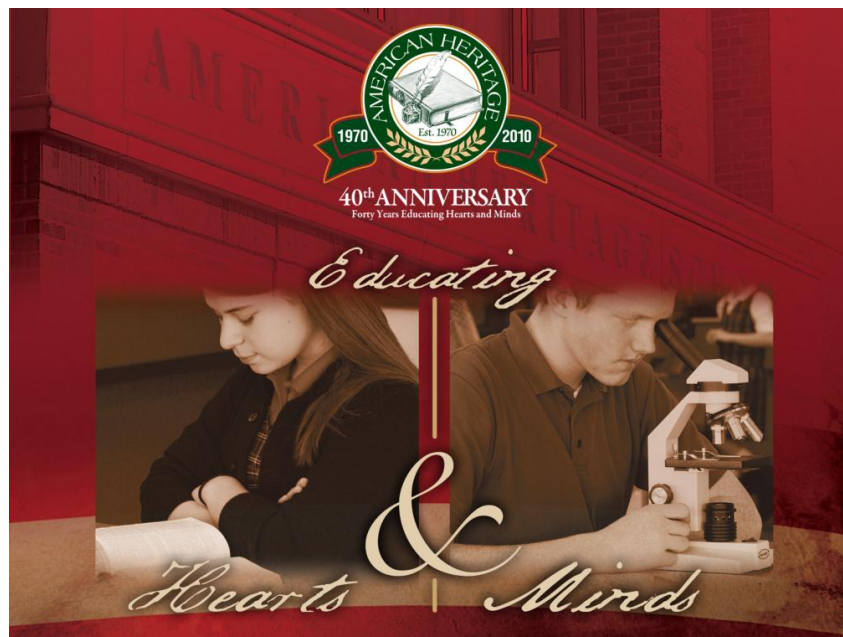
Patriots are sons and daughters of liberty. In the American Revolution, they were minutemen, chosen for their youth, ability, and enthusiasm. They signed a covenant upon enlistment that they would serve as the early response and first defense against the enemy. "**Inspired by a better cause**," they 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)

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.