



American Heritage School News

September & October 2011

Message from the Head of School

Occasionally we catch a glimpse of the divine majesty of the rising generation. We see our children not as children, but as kings and queens – and we are moved for a precious moment to kneel.

Recently a former student paid a visit to my office. It had been many years since he attended American Heritage, but I remembered him well. He left after eighth grade – the last grade we offered at the time. He shook my hand with a firm grip, and I could not help noticing how tall and strong he had grown. Then he smiled – and the light in his eyes flooded my mind with sweet memories of a little boy who would greet me each morning and afternoon so many years before.



He had returned this particular day to announce that he had received a mission call. My heart leapt within me, but I restrained myself from overreacting. I congratulated him enthusiastically and let him guide the conversation to see what else he had come to say or do. After a moment of awkward silence, it was obvious to me that this young man had something to say to me... and that he had been pondering it.

“Mr. Beckwith – I am really glad I attended American Heritage. I don’t think I realized how good it was for me at the time, but now I know. I really felt the Spirit here, and it prepared me for some things that happened after I left. I’ll always be grateful.”

In This Edition

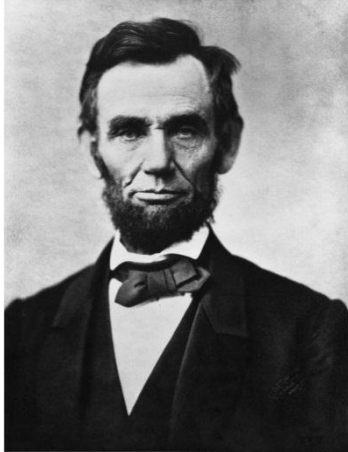
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With that, he turned the conversation to lighter matters – but I was still processing what he had just said. Why didn’t he realize how good it was at the time? What does he know now? Why is gratitude so easy when standing atop the hill gazing upon the horizon? Why is it so elusive when ascending the hill that presently challenges us?

Bonds of Affection

Abraham Lincoln was elected to the presidency at the pinnacle of national passion concerning the questions of slavery and union. On March 4, 1861, he delivered his First Inaugural Address, directed at southern states, six of whom had already seceded and declared themselves a sovereign nation. Lincoln closed his First Inaugural Address with the following immortal words:

We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field, and patriot grave, to every living heart and hearthstone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.ⁱ



*“Though passion may have strained,
it must not break our bonds of affection.”*
(A. Lincoln, First Inaugural, March 4, 1861)

I recently had an opportunity to attend my 10-year law school alumni reunion at BYU. After a delightful dinner and friendly reminiscing with former classmates, my wife and I decided to take a romantic stroll back to the study carrel that was assigned to me as a young law student.

Carrel Number 206. It was still there. Located on the upper level of the law library, buried behind rows of court reporters and law treatises, it was connected side-by-side to other law student carrels, with a sign that announced, ominously, “THESE CARRELS ARE RESERVED FOR LAW STUDENTS ONLY.” The sign wasn’t so much to notify undergrads that they needed to find another place to sit, as it was to remind law students that carrels were reserved around the clock *because that’s how long law students would be expected to sit at them.*

If the homework load had only been hundreds of pages to read each day, I might have been more comfortable at Carrel 206. But it was hundreds of

pages to read, on top of hundreds of pages to outline, on top of hundreds of terms to memorize, on top of detailed legal briefs to write, with short “breaks” in between for lectures from professors. It was as if the professors carefully determined how much homework would actually *kill* a student, and then set the homework dial just short of that (something about “if it doesn’t kill you, it will only make you stronger”).

And so it was. I spent long, exhausting hours sitting at Carrel 206. I remember the first-year Civil Procedure final – a particularly difficult class for me, and one for which I studied harder than any other. After the three-hour final was over, I heard classmates talking about the answers to the essay questions. I was sure that I had failed miserably. I went back to Carrel 206, dropped my Civil Procedure books on the floor, and collapsed into my hard wooden chair. I opened my books for the upcoming Contracts final. I couldn’t focus. I put my head down in my arms, and fought to keep the tears back. At this point, sheer exhaustion and stress was taking its inevitable toll – which, of course, was the larger and more significant final that day.



Excitement for the new school year and enthusiastic patriotic zeal are summed up in one giant explosion as we set off the cannon at our First Day of School Assembly.

Somehow, I made it through the first year of law school. The second was more intense – including more challenging material, a young family, and work commitments – but my ability to “bear up the burdens”ⁱⁱⁱ had somehow grown with my workload.

And then something unexpected started happening in my third and final year of law school. Those things

that had been so frustrating, so difficult and even “brutal” – began to be *sweet* to me. And it wasn’t just rear-view relief or romantic nostalgia. I had learned in some small but significant way to love the hard things: the hard reading, the hard lectures, the hard professors, and even the hard chairs. Though I did not recognize it so well at the time, much like the young man who recently returned to visit American Heritage, there was something of the Spirit working on me quietly and consistently in the background of all the passionate studying, writing, debating, and testing.



“Appeal to Divine Providence” is one of many visual reminders to the American Heritage School community of America’s Heritage of Christian character.

I had been tutored by the Spirit all along – and it had not happened by accident. That school had intentionally exposed me to the “laws of man, in light of the laws of God.” From devotionals, to “Spirit of the Law” lectures, to scriptures laced throughout the curriculum and throughout the building – someone had taken great care to make sure that my heart was nourished along with my mind. Passion had certainly strained at times, but it had not broken the bonds of affection, nor the mystic chords of the Spirit, which gradually began to “enlarge my soul and enlighten my understanding”ⁱⁱⁱ – until even the hard things became “delicious to me.”^{iv}

A decade later, as my wife and I revisited Carrel 206, she and I stood next to it, reflecting upon those difficult but formative years—for both of us. I ran my hand along the back of the chair and onto the surface of the desk that had brought me like a sturdy ship

through rough but necessary waters. I looked down the aisle at a new first year law student embarking upon the voyage. He glanced at me only briefly. It was late, past 10 p.m., and I could see in his eyes the same apprehension, exhaustion, and uncertainty about the road ahead that I had felt in his place a decade ago. I recalled the encouragement that had once given me so much hope:

Don’t give up, boy. Don’t you quit. You keep walking. You keep trying. There is help and happiness ahead—a lot of it... You keep your chin up. It will be all right in the end. Trust God and believe in good things to come.^v

I thank the Lord each day for the blessing of working in a school community where our passion to educate hearts and minds is tempered by the sweet and sustaining influence of the Spirit. May our passions never break our bonds of affection for each other, for the rising generation, and for our worthy mission!

Gratefully,

Grant Beckwith
Head of School

ⁱ Abraham Lincoln, First Inaugural Address, March 4, 1861

ⁱⁱ Mosiah 24:15

ⁱⁱⁱ Alma 32:28

^{iv} *Id.*

^v Elder Jeffrey R. Holland, “An High Priest of Good Things to Come,” *Ensign*, Nov. 1999



“A Lesson From Time With Dad”



The following article, written by AHS Board member Dr. Michael Ballam, was initially published in the book "Life Lessons from Fathers of Faith," and republished in Mormon Times on June 13, 2011. We commend it to all parents in the American Heritage School community!

My father was the perfect athlete. The shape or size of the ball was unimportant; he did better with it than anyone else. As the North Cache High School basketball team forward, he was a key player in winning the 1946 state championship. It was a remarkable night in the history of high school athletics as the little "David" school from Richmond, Utah, toppled the "Goliath" of Grantsville High. To hear my father describe the game would take as long as it did to play it. He cherished all the plays, the players, the audience members ... everything.

I am sure that when his eldest son was born he hoped for another all-American athlete. I was that son — and, unfortunately, I was not born with the burning desire or the physical prowess to excel that he had. During my youth, my dad tried his best to interest me in various forms of athletic achievement. We played "catch" a great deal. He kept admonishing me to "keep my eye on the ball." It wasn't until after I married and got my first pair of eyeglasses, that I realized it was actually possible to SEE the ball.



High school students prepare for the AHS Dance Festival and Ballroom Dance Competitions. Head up! Straight back! Glide across the floor!

Dad never mentioned his disappointment about my not following in his "sports-shoe" footsteps, but I worried. Children tend to do that when they know how important something is to their parents. My dad paid for my dance lessons, piano lessons, trumpet lessons, oboe lessons and on and on. He never begrudged it, but I still felt I must be a disappointment.



“Queen Isabella” makes a proclamation regarding the discovery of America by Christopher Columbus, a scene from the annual AHS Patriotic Program, “The Spirit of America Speaks”

As president of the Utah Pharmaceutical Association and a member of the National Association of Retail Druggists (NARD), my father was appointed to the U.S. President's Council on Drug Abuse. Their convention was to be held in the windy city of Chicago in the summer of 1969, and my father was invited to be a panelist. The chairman of the panel was to be NARD President Willard Simmons — my dad's idol. Because he frequently appeared on the cover of many of the professional magazines to which my father subscribed, even I was familiar with his imposing and distinguished face. Willard Simmons was to the pharmaceutical industry what Babe Ruth was to baseball and Michael Jordan was to basketball.

My mother was not able to attend the convention with my father, and my dad asked me to go with him. I was stunned and a little bit apprehensive. I had never spent that kind of one-on-one time with my father. I was born at a time when my father was starting out his business — a time during which it was crucial for him to invest long hours in his pharmacy. I understood all that, and the time I did have with my father was quality time. But now I would have him all to myself for days, and he would have ME all to himself.



Mr. Wheeler assists students as they raise the flag into the morning light on the first day of School.

As we flew on a United Airlines flight to Chicago, he explained that he would be very busy during the day at the convention but he said we could do anything I wanted to do in the evenings. "Anything?" I asked. He agreed. Looking from my current perspective, I realize that had I been the least bit sensitive to my dad's interests, I should have suggested we go to Wrigley Field to see a baseball game at least once. I'm ashamed to say I didn't.

All I could think of were the theatrical possibilities in the Windy City. I asked if we could go to a musical; my dad agreed. I asked if we could go to a play; again, the answer was yes. Then I asked about a symphony concert; he said, "OK." Finally I asked about an opera. After a pause, he asked, "A what?" But he gave me permission to make the choices, and, best of all, he gave me his wallet so I could get the tickets. We had good seats! Greater love hath no man than to lay down his wallet to a teenager!

I was so excited to show off my treasure trove when Dad returned from the first day of meetings at the Bismarck Hotel. There was Eugene O'Neill's "A Moon for the Misbegotten" with Jason Robards and Colleen Dewhurst Tuesday night; "You're a Good Man Charlie Brown" in its preview run at the Civic Theatre on Wednesday night; an "Evening of Mozart" with the Chicago Symphony on Friday; and an evening of Wagner with the Chicago Lyric Opera on Saturday. But the most prized jewel in the crown — the *pièce de résistance* on the menu — was two

wonderful seats on the left aisle, row four, in the Shubert Theatre for Thursday night to see Jose Ferrar in his first run out of Broadway as Don Quixote in "The Man of La Mancha." I was especially proud of those La Mancha tickets.

Dad looked at the tickets with an air of nonchalance and simply said, "Looks good." After a moment of silence while he took off his tie, he said, "We may have a little problem with Thursday night, since we're going to have dinner with Willard Simmons!" His eyes lit up as he made his proud announcement. "Dinner with Willard Simmons! Imagine it," he said.

He didn't need to tell me how excited he was. I had watched his respect for Mr. Simmons over the years, and I knew the real reason he wanted to come to Chicago was to meet this extraordinary man. He saw my crestfallen expression and asked what was wrong. I reminded him that we had tickets for La Mancha that night.

"Don't worry," he assured me. "Dinner is at 6. The show is at 8. Two hours is plenty of time to eat!" My worries evaporated; where I come from, two minutes is enough time to eat!

But when we arrived at the Millionaire's Club atop the Prudential Building on Michigan Avenue overlooking the lake, I knew we were in trouble. A long table decorated with candles was laid out with place cards. Mr. Simmons was seated at the end of the table; my dad was to his left, and I was next to my dad.

My heart began to sink as I realized each person at the table had his own waiter and the silverware was spread out so far on each side of the plate that you had to ask the person next to you to help you reach it! Even the ketchup was served in sterling silver.

The courses began to arrive slowly—one by one, by one, by one. By 7:30 we still hadn't been served the main course. Then, to my great chagrin, I was given a plate boasting something my mother and I had been trying to kill in the garden for years!

My dad was entranced by the opportunity to visit with Mr. Simmons. He hung on his every word; it was like watching a great king dining with his adoring

subjects. At that point I realized this was not a meal — this was a pageant! It was my dad's night of nights. He was collecting pearls of wisdom from his idol while enjoying an amazing meal on someone else's tab. It was clear that this "dinner" was an all-night affair. What was I to do?

I glanced subtly at my watch and realized we barely had time to make it to the theater if we left that very moment. I had only two possible alternatives: I could either tug on my dad's sleeve and remind him of the time, or I could remain silent, have my life ruined, and sulk for the rest of my life. I chose the latter.



Then at 7:40, my father suddenly rose from his chair, and in a firm but gracious tone of voice he said, "Mr. Simmons, I have had one of the nicest nights of my life being here with you, but I'm afraid I have a more important engagement ... with my son."

I was stunned.

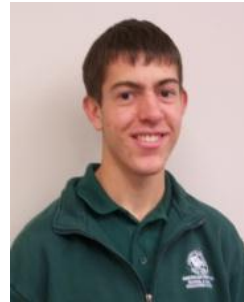
Mr. Simmons, somewhat surprised, rose and shook our hands as we headed to the elevator. I was glad that it was dark outside so my dad couldn't see my tears. At that point in my life, I mistakenly thought that dads shouldn't see their sons cry. I was wrong. My tears that night were tears of joy, security, surprise and love — because even though I was not quite created in his image, my dad loved me for who I was!

We got to the theatre just as the house lights were dimming, and we didn't miss a beat of that glorious score. When at the end of the first act Jose Ferrar moved downstage just in front of us and leaned on his crooked, war-torn staff, he seemed to be peering

directly into my eyes. As he sang "The Impossible Dream," I was convinced the song had been written with me in mind. I had some big dreams — dreams that statistically should have been impossible. But sitting in that magnificent theater that night, I knew I could battle any "windmill," because my dad believed in me.

Student Submissions

The following is the inauguration speech given by Joseph Andersen, who was elected President of the AHS Student Government Association. Congratulations to all of the candidates for running such honorable campaigns!



*Joseph Andersen,
Student Government
President 2011/2012*

Dear Fellow Students,

Thank you for your confidence in me and Keegan, in electing us as your Student Government President and Vice President. I am grateful for Keegan and the Senators and Representatives from each grade in this new experience because they help me to understand you and the things we need at this school.

We spoke in our campaign about the importance of increasing candid communication between students, the student government, and the administration. We want all of you to feel comfortable addressing the student body officers at any time to voice your opinions and concerns. However, we will also be holding regular, announced, lunch-meetings specifically for you students to talk to us about your ideas. Please tell us what you want us to do. It makes our responsibilities much easier.

Elder Neil L. Andersen said, "Have you ever thought about why you were sent to earth at this specific time? You were not born during the time of Adam and Eve or while pharaohs ruled Egypt or during the Ming dynasty. You have come to earth at this time, 20 centuries after the first coming of Christ. The Priesthood of God has been restored to the earth, and the Lord has set his hand to prepare the world for his glorious return. These are days of great and important responsibilities. These are your days."



Elder Neil L. Andersen, "These are days of great and important responsibilities. These are your days."

In spite of all the challenges we face, we are blessed to be on the earth now, as God is pouring out his Spirit and power over the earth. Now is our time to be the noble and great spirits each of us are: our time to fulfill the task, for which we have been chosen.

But we cannot have God's sustaining help in this work without becoming steadfast disciples of Christ. One of the marking characteristics of a disciple of Christ is integrity. For me, integrity encompasses the attributes of honesty and virtue. Sometimes, our words and actions show us to be a different person at home, church, or school, than we are in other areas of life. Disciples of Christ, men and women of integrity, always show the same goodness no matter where they are. They are "steadfast and immovable, always abounding in good works." Even more than education, I hope we will make "becoming" our quest this year and for the rest of our lives—becoming people of honesty in all areas of life: at home, at school, in sports, and at church—becoming disciples of Christ, worthy of all the blessings God has to offer us.

As Abraham Lincoln well said in his Second Inaugural address:

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

There are those among us who are wounded, who are hurt. With the Spirit guiding us, we can discern those needs and be an instrument in the hands of God to heal them through love and service. Let us all commit right now to making this the best time of our lives through our dedication to principles of righteousness. Thank you.

*"Why Do We Study Elements and Matter?"
By Taylor Anderson, 7th Grade,
(Mrs. Mitchell, Science)*



An element is defined as a substance composed of atoms having an identical number of protons in each nucleus. Elements cannot be reduced to simpler substance by normal chemical means. The periodic table of the chemical elements is a chart of the

118 known chemical elements organized by properties of their atomic structures.

The study of elements and matter has led us to many new discoveries. We have created over thirty new elements. We have also created many alloys by combining different metals. Some common alloys are brass and bronze. We've also created medications, drugs, and plastics to reduce wood and steel use. In addition, we've created herbicides and pesticides which increase our food production by forty percent.

I feel that it's important to know what elements make up our earth and atmosphere. We need to know what we should breathe and when something isn't right, that we can work to fix the problem. The same thing

Periodic Table of the Elements

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1	H																	He				
2	3	4															9	10				
	Li	Be															B	C	N	O	F	Ne
3	11	12											13	14	15	16	17	18				
	Na	Mg											Al	Si	P	S	Cl	Ar				
4	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
	K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr				
5	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54				
	Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe				
6	55	56	57	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86				
	Cs	Ba	*La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn				
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		* Lanthanide Series																				
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		Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu							
		+ Actinide Series																				
		90	91	92	93	94	95	96	97	98	99	100	101	102	103							
		Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr							

goes for the crust of the earth. We need to know what makes up soil so we can grow things in the right climate and soil. We need to know these things for our survival.



This picture of the Milky Way Galaxy was taken over Ontario, Canada, and posted on NASA.gov

Scientists know that matter is all around us. It is commonly defined as something that has mass and volume. Matter is commonly considered in three forms: gas, liquid, and solid. Typically matter includes atoms and particles which have mass. Some scientists believe in the “Big Bang Theory” in which matter and elements were packed into a speck that was extremely dense. They say that when this speck exploded, it spewed the matter around the universe.

From the scriptures, we know that God created the world. Elder Bruce R. McConkie said, “The elements are eternal...and when they are organized into a mortal body those elements become the tabernacle of the eternal spirit.” In Doctrine and Covenants 93:33-34 we read, “...spirit and element are inseparably connected...and when separated, man cannot receive a fullness of joy.”

*“American Values:
Family, Freedom, God, and Country”
By Sam Beckwith, 3rd Grade (Mrs. Morrill)*

The following essay won second place at the 2011 regional Freedom Festival Essay Contest.



There are many American values, but some of the most important are family, freedom, God, and country.

Family. One definition of family is “a group of people who live in one household.” To me, family doesn’t just mean people you live with. It means people who love you and care for you. Family isn’t one of those things that everyone loves enough. I feel sorry for those who don’t. Family is something that all people should cherish. My family has done so much for me. I can never repay them. The things they have done for me are far beyond comprehension. I love them more than life itself. The thing I regret most is being unkind to them sometimes. In my opinion, family is not something you should leave. Running away may sound interesting or fun, but no matter how mean you might think your parents are, just remember, God wouldn’t just put you in that family for no reason. Maybe he wants you to help them. I know from the bottom of my heart that my family loves me very much.

Freedom. Have you ever thought how lucky you are to be free? Have you ever just stopped and thought about the word “freedom?” Free. Just. Right. Orderly. All those things perfectly fit into one word “Freedom.” Think how the Founding Fathers felt the pure beauty of freedom, and how relieving it would be if they could have it. Also, think how all those men, women, and children sacrificed their lives for us, for our religion, and for our freedom. Many people would say, “The Price of Freedom” – and yes, the ransom for freedom is larger than life. I know that freedom is not that simple. It is the price thousands of lives have paid for us.

God. I don’t know what you think, but all I can say is that I know God lives. I don’t know for sure what he looks like, but in reality, the obviousness is infinite. Let me give you an example. First of all, the fact that

America is what it is today is a miracle. Farmers, peasants, and just normal people fought against highly trained professionals in the Revolutionary War, and yet they made it through. This shows that God lives. Even writing about him now makes me feel wonderful. Have you ever felt that warm feeling when you get married, get baptized, do something kind, or share your testimony? I'd like to say one last time That He Lives!

Country. Have you ever been walking and thought "what a wonderful country I live in!" or driving and watching forests and deserts and oceans go by and thought "I'm so glad to be in this country." I know that I live in a beautiful country "from the mountains to the prairies" and I'm glad I live where I live. I am thankful for those wonderful men, women, and children who were known as Colonists, Pilgrims, and Founders. I know that this is a wonderful country that is orderly, just, and fair.

*"What America Means to Me"
By Jordan Williams, 5th Grade
Five Paragraph Essay (Mrs. Biesinger)*



I am going to be talking about the spirit of America. I want to tell you how I feel about America's spirit and why I am proud to be an American.

I am grateful for the military and how they protect us and our freedom. I am very grateful for the founding fathers and the Constitution.

I feel truly blessed to be able to practice my religion. I am happy to be able to say what I want to say and not get into trouble. I am grateful that the MTC is able to teach and not get put into jail or any bad place.



The flag in front of American Heritage waves with the Mt. Timpanogos temple spire in the background – a constant reminder to AHS students that "Where the Spirit of the Lord is, there is liberty." (2 Cor. 3:17)

I am happy that we have so much history to learn about, and that we can see great things. I love my family and how we can do so many things together. I am very happy to be able to read my favorite books.

Thank you for listening to what I needed to say. I want you to know that I am very grateful to live in America.



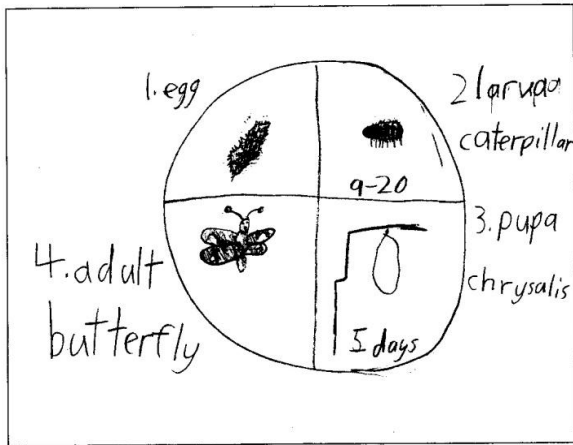
Andrew Sessions, Michael Sorensen, and Clark Miner create their version of a personal hovercraft for the AHS Science and Engineering Fair in 2011. They didn't win the competition last year, but with a few tweaks, they just might do it this year (and change the world as we know it!)

"Insect Life Cycles Like Alma the Younger"
 By Timmy Wozzley
 3rd Grade, Science (Mrs. Willis)



Timmy W.
3-2

Insect Life Cycles



Metamorphosis
 First Alma the Younger was like a bad caterpillar then he fell asleep like he went into a chrysalis then he woke up and he was good like he turned into a good butterfly.



Stain glass window from the old AHS Pleasant Grove building "The House of the Righteous Shall Stand"

Calendar at a Glance

October

- 7 Fall Festival 6:00 p.m.
- 12 PSAT – 10th and 11th grades
- 13 6th Grade Devotional
- 13-15 *Joseph and the Amazing Technicolor Dreamcoat* (7:00 p.m. on all days; 2:00 matinee on the 15th)
- 14 **Teacher In-Service — No School (K-6th)**
- 20-21 **Fall Break — No School**
- 25 Jr. Spelling Bee (2nd and 3rd grades) 8:40 a.m.
- 28 **First Term Ends**
Teacher In-Service — No School (K-12th)
Fall Dance 8:00-10:00 p.m. (14 and up)
- 29 (Sat.) Fall Clean-up Service Day 8:00-12:00
- 31 Harvest Parties 2:00 p.m. (K-6th)

November

- 4 Picture Retakes 9:30 to 10:00 a.m.
- 4 Family Hour of Great American Stories, 7:00 p.m.
- 7-11 Custodial Appreciation Week
- 8 Sr. Spelling Bee (4th-8th)
- 10 Parent Organization Meeting 8:30 a.m.
- 11 **Teacher In-Service—No School (K-12th)**
- 11, 12 *Veteran's Day Tribute with Peter Breinholt*
- 15 AHYC Concert: A Celebration of Thanksgiving 7:00 p.m., Alpine Tabernacle in American Fork
- 17 Second Grade Devotional 2:00 p.m.
- 18 Second Grade Devotional 8:40 a.m.
- 21-25 **Thanksgiving Holiday — No School**
- 28 School resumes
- 30 Blood Drive

December

- 1 4th-6th Grade Christmas Choir Concert 7:00pm
7th-12th Grade Christmas Choir Concert 7:45pm
- 2 Mid-Term
- Winter Formal 7:00-10:00 p.m. (16 and up)
- 8 AM Kindergarten Devotional 8:40 a.m.
PM Kindergarten Devotional 2:00 p.m.
- 9 **Teacher In-Service – No School (K-12th)**
- 10 (Sat.) *An American Heritage Christmas* 2:00 p.m. and 7:30 p.m.
- 16 All School Christmas Sing 8:40 a.m.
All Kindergarten attend AM 8:30 – 11:30
Teddy Bear Project 10:00 a.m.
School Ends 12:05 p.m. (1st -12th)

19-Jan. 2 Christmas Holiday, No School



The first \$5,000 raised at the Fall Festival was for emergency preparedness supplies for the school; the next \$10,000 was for much needed classroom equipment; and everything above \$15,000 was for our dedicated teachers – like Mrs. Sivert!

Fall Festival – Thank You Donors!

Every year we look forward to the Fall Festival, sponsored by our wonderful Parent Organization. This year's festival, on Friday, October 7th was our best yet! Families and community friends gathered at American Heritage School for a night of live entertainment (performed by our talented high school students), games for the entire family, food, and fun festivities to enhance school community connection.

The silent auction was the primary fundraising mechanism of our Fall Festival, and we are thankful for the donated items that we received from generous school patrons and area businesses. This year marked our second annual LIVE auction for many of the items. A professional auctioneer donated his time to run the live auction. We had some amazing auction items on the "block" including a white 2008 Honda CIVIC SDN LX (which went for \$12,200), a football personally autographed by Steve Young, a basketball jersey, posters, and t-shirts signed by Jimmer and others signed by the sweet 16 BYU basketball team and more! This year's fund-raising goal was to raise enough for emergency preparedness and classroom equipment, as well as improving our teachers'

compensation. The end results were incredible. The pre-final count (not including all of the proceeds from the children's activities) is \$41,000 going toward making American Heritage an even better place to learn and work. We cannot thank the school community enough for your support at this event!

Joseph and the Amazing Technicolor Dreamcoat Comes AHS

Starring Zachary Veach (grade 9) as Joseph, American Heritage School's high school musical *Joseph and the Amazing Technicolor® Dreamcoat* is sure to be an event the whole family will enjoy. Come along with us to relive this amazing story of faith (with some fun modern twists!) this Thursday through Saturday, October 13-15. Get your tickets online, including family and student ticket pricing. Don't miss it!

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



The Daily Herald published an article on the AHS student production of "Joseph and the Amazing Technicolor Dreamcoat" playing Oct. 13-15.

Freedom's Holy Light

We are thrilled to announce our Veteran's Day concert for this year! Please join us on either Friday or Saturday, November 11-12, at 7:00 p.m., for a concert event you will not want to miss! Popular performer Peter Breinholt and the American Heritage Lyceum Philharmonic (under the direction of Kayson Brown) will be working together to present this musical celebration of joy and gratitude for the immense sacrifices made for our freedom! Ticket prices are \$8

in advance or \$10 general admission. \$40 is our family price, and there will be a student/faculty/Veteran discount of \$6. See the following link for more details:

<http://american-heritage.org/Document/Event3>



Spelling Bee 2011-2012

A-n-t-i-c-i-p-a-t-i-o-n is what AHS students are spelling as they get ready for their respective Spelling Bees this year! Teachers are holding their individual class bees throughout these next few weeks. The 1st and 2nd classroom bee winners will advance to the next level of competition, with the 3rd place winner preparing to act as an alternate if needed.



<http://www.american-heritage.org/Document/Event2>

The AHS Junior Spelling Bee for the 2nd & 3rd grades will be Tuesday, October 25th from 8:40 –9:40 a.m. in the north auditorium. The 1st and 2nd place winners from this bee will advance to the Senior Bee competition (again, the 3rd place winner prepares to be an alternate if needed).

The AHS Senior Spelling Bee competition will be Tuesday, November 8th, 2011 from 8:40 -10:00 a.m. and will consist of the 1st and 2nd place winners from the Junior Bee as well as all of the 1st and 2nd place winners from each 4th- 8th grade class.

The 1st place winner from the Senior Bee will advance to the state competition, which is sponsored by *The Daily Herald*. Good luck spellers!

Student Government Officers Elected

On Constitution Day, September 17, the following students took oaths of office in AHS Student Government Association. Congratulations to these students!

President: Joseph Anderson, 12th Grade
 Vice President: Keegan McGhie, 12th Grade
 Congress: (as follows)

Grade	House	Senate
12 th	Annabelle Park Karina Hansen	Mariane Sorensen Jongsu Choi
11 th	Taylor Welch Adam Bushman	Sarah Bowen Kayla Jackson
10 th	Amelia Andersen Cierra Stice	McKay Pierce Ian Boggess
9 th	Rosie Monson Dylana Valverde Spencer Welch	Zachary Veach Ellie Woo
8 th	Hannah Davies Stephanie McGuire Ashley Willardson	Katherine Bennett Christopher Hales
7 th	Brantley Johnson Blake Casale Kaden Norton Cameron Riley Erin Bevard	Benjamin Bushman Paige McNamara

The Student Government Association meets each Thursday during lunch to discuss and propose bills. Bills passed already this year include the formation of a Student Dance Committee and a Student Service Organization. Students are encouraged to participate in making American Heritage School a better place through the Student Government Association. Bills passed in previous years included lockers, and recommended modifications to the student uniform.

Two AHS Students to Compete at Utah Senate League



Joseph Andersen (grade 12) and Keegan McGhie (grade 12) have been nominated to represent American Heritage School on November 18 at the United States Senate Youth Competition in Salt Lake City.



In preparation for the competition, Joseph and Keegan are preparing portfolios that demonstrate leadership, academic excellence, and community involvement. At the competition, they will give extemporaneous speeches, participate in panel discussions and interviews, and demonstrate their knowledge of U.S. government. Utah will choose two students at the state competition to send to Washington for a week in March 2012, where they will meet elected government officials, tour Washington D.C. and each receive a \$5,000 scholarship.



Lauren Hall makes an important plea to high school students and the entire school community: "Will you help us give blood on November 30? Please?"

AHS Students Serving the Community

AHS Student Government Sponsors Blood Drive. The AHS Student Government Association, in conjunction with the Red Cross and the Boy Scouts of America will be sponsoring a blood drive at American Heritage

School on Wednesday, November 30. Special thanks to Keegan McGhie for his diligent leadership, and the faculty sponsors involved.

AHS Elementary Students Prompt "Good Samaritan Lunches" Service for Needy Members of the Community. What started as a personal family project for twins Jens and Josh Jorgensen, turned into a class project last year. Now it has blossomed to include all AHS students and faculty that would like to participate.

Here's how it works. One Friday per month, AHS students will have the opportunity to bring a second lunch to donate to the Food & Care Coalition serving homeless and other needy members of the community in Utah County. The service is completely optional, so no student should feel pressure to participate. Here are the dates: November 4, December 2, January 6, February 10, March 1, April 20, and May 11 (all Fridays). Mark your calendars, and when you're making your lunch in the morning on these days, just make an extra one and bring it in a bag labeled "Good Samaritan."



Twins Jens and Josh Jorgensen have inspired the AHS "Good Samaritan" lunch program that joins with the Food & Care Coalition to provide a lunch once per month for needy members of the community.

We'll have a place in the lunchroom where the Good Samaritan lunches can be placed, and the Jorgensen family will deliver them to the Food & Care Coalition, where they will be served on those days to the poor and needy in exchange for community service that is provided by those who receive the lunches. This is a real and urgent need, and no other school is rendering this service in a consistent and organized way. Stay tuned for a few more details and guidelines as we roll this out to the school community. Way to go, Jens and Josh!

***American Heritage
Home & Distance Education
Expands to 28 States***

Since Fall 2009, hundreds of families across 28 states, Canada, and China have enjoyed American Heritage Home and Distance Education (HDE) resources. Online and print resources are available for many courses including History, English/Language, Science, Math, Art, Computer Technology, Financial Literacy, Human Geography, and more. AHS is working to make additional courses and resources available soon.

The following teachers have done significant and admirable work in developing Home and Distance Education courses:

- Mrs. Linda Strong – *K Language*
- Mrs. Heidi Boden – *K Art*
- Mrs. Nancy Willis – *K Science*
- Mrs. Marjohna Madsen – *1 History*
- Mrs. Denise Gorrell – *2 History*
- Mrs. Denise Gorrell – *2 Literature*
- Mrs. Joy Critchfield – *5 History*
- Mr. Jereamie Randall – *6 History*
- Mr. David Hancock – *9 English*
- Mr. Jeff Jensen – *9 History*
- Mr. Nick Gentile – *10 History*
- Mrs. Julie Bouche – *10 English, Classical Writing*
- Mrs. Miriam Robertson – *11 English*
- Mr. Jeremy Leatham – *12 English*
- Mrs. Vivian M. Adams – *Studies in LDS Church History*
- Mr. Doug Anderson – *AP Human Geography*
- Mr. Patrick Wright – *Financial Literacy*
- Ms. Monica Orcutt – *Spanish*
- Mrs. Karen Logan – *Advanced Biology*
- Mr. Bill Duncan – *U.S. Constitution*

HDE courses are available in one or more of the following formats:

Homeschool Curriculum

American Heritage School provides a rich packet of curriculum and consumable student materials, along with online audio and visual resources to help

children and parents complete those activities and learn together. The home is the classroom and parents serve as the primary teachers. Although American Heritage School is an accredited institution, homeschool curriculum does not include credit and transcripts, which are not necessary for educational advancement in grades K-6.

Independent Study

In Independent Study courses, scholars access American Heritage School's online curriculum and work through pre-recorded lectures, quizzes, and assignments at their own pace. Students receive feedback on teacher-graded and computer-graded assignments. A printed version of the curriculum is available for a nominal fee. This course format results in credit for an accredited transcript that can be transferred to other schools or submitted to institutions of higher education.



Benjamin Anderson works on a Kindergarten language arts course from home. He enjoys the interactivity with the computer, materials, and his Dad!

Consulted

In Consulted courses, teachers and scholars meet together online during 20-minute, one-on-one mentoring sessions to review the scholar's assignments and discuss questions or topics of interest to the scholar. Scholars enjoy access to recorded classes and receive feedback on assignments. A printed version of the curriculum is available for a

nominal fee. This course format results in credit for an accredited transcript that can be transferred or submitted to institutions of higher education.

Live

In Live courses, teachers and scholars meet for “class” online at pre-scheduled times to engage in cohort discussions based on researching, reasoning, relating, and recording. In all “Live” courses, teachers and scholars also meet together weekly during 20-minute, one-on-one mentoring sessions to review scholar assignments and discuss questions or topics of interest to the scholar. Scholars also enjoy access to recorded classes and receive personal feedback on assignments. A printed version of the curriculum is available for a nominal fee. This course format results in credit for an accredited and transcript that can be transferred or submitted to institutions of higher education.

Questions? Do you know someone who may be interested in learning about AHS Home and Distance Education? Please don’t hesitate to contact the School!



College Preparation and Academic Counseling

As part of our Annual Testing Day, American Heritage School offered nationally standardized testing to students in grades 8-11 on Wednesday, September 28th. Eighth grade students took the EXPLORE exam. Ninth grade students took the PLAN exam. Tenth and eleventh grade students took a practice ACT exam. Additionally, on October 12th, all Tenth and Eleventh grade students took the PSAT.

The EXPLORE and PLAN exams are exams developed by the same organization as the ACT exam. They serve as good indicators for college preparedness for students in grades eight and nine.

American Heritage School recently completed a three-day ACT preparation course called “Ace the ACT”. The students who participated in the course were taught many successful test taking strategies. We hope to offer the course again at a later date to even more interested students.

We appreciate the efforts of our core teachers to incorporate more questions and test-taking strategies for nationally standardized testing (such as the ACT) into their core curriculum. We believe students will see positive benefits from our teacher’s efforts in this area.

Additionally, American Heritage School has now been approved as an official test taking site for both the SAT and the ACT exams. We plan to offer the ACT exam at our school on February 11, 2012, and also in June 2012. We encourage all students in grades 11 and 12 to participate on these testing dates in the comfort of their own school!

Academic counseling sessions for all students in grades 9-12 will start soon. Appointments will be scheduled for all students and their parents to meet with Mr. Anderson or Ms. Jacob to discuss post-secondary education and career options, study goals, standardized test results, interest surveys, college admissions, and scholarships. Eleventh and twelfth grade students will be scheduled during October and November, and ninth and tenth grade students will be scheduled in January and February. Don’t miss your appointment; these are very valuable opportunities to have your questions answered or clarified.

We gratefully acknowledge our students and teachers who are working diligently to excel in academic subjects.



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AHS Implements Advanced Laboratory Equipment

AHS is pleased to announce the recent implementation of physics, chemistry, and biology laboratory equipment for K-12 use beginning in 2011-2012, with additional advanced laboratory equipment to be implemented in the near future.

New equipment for 2011-2012 includes RED probeware – a sophisticated series of probes that can be used in physics experiments to measure light, motion, and force. Students can use the probeware to record data on the spot. Then using a USB connection to any computer, students have the option of downloading data for further analysis and display.

Other new laboratory equipment for 2011-2012 includes:

- Boyle's Law Apparatus for experimentation related to the gas laws ($PV=nRT$).
- Planck's Constant Determinant Apparatus, which allows AHS physics students to replicate experiments related to quantum theory originally conceived by German scientist Max Planck.
- Sound Resonance Equipment, which allows students to graphically experiment with sound waves, especially standing sound waves.
- 12 additional high-power microscopes (3 oculars, up to 4000x magnification), which will be particularly useful in various advanced biology labs.
- 6 additional balances, for various uses in biology, chemistry, and physics.



Furthermore, in support of AHS's Advanced Biology and Chemistry curriculum, AHS will soon purchase electrophoresis laboratory equipment, which allows students to use restriction enzymes to cut and create images of specific DNA genetic sequences, and a spectrometer,

which allows students to use light and wavelength measurements to research, reason, relate, and record chemical sample properties.

Additionally, each high school physics and biology student at AHS now has online access to virtual labs such as *KET Virtual AP Physics Lab* as part of the curriculum. “These virtual labs provide so much more access to equipment” says Mrs. Budge, AHS Physics teacher. “They allow us to conduct experiments without danger or great expense. Some labs that are very time-consuming, expensive, or finicky in a live lab can be experienced with a high degree of authenticity in a virtual lab,” she says, “in which case it makes sense to do them online, where they are much less dangerous or expensive.” The teachers and students have already begun working through these educational labs.



Students smile for the camera between rounds of the Constitution Bowl.

Speech and Language Resources Now Available

Thanks to a generous donation, American Heritage School now offers informational resources to students or families seeking to learn about Speech and Language therapy options. A 70-page booklet available in October for a few dollars through the AHS Home and Distance Education Program provides information about topics such as speech delay, swallowing, fluency, hearing, cognition, and speech motor difficulties that can present themselves in child development or can be acquired later in life through

accidents, strokes, or other circumstances. To learn more, call Principal Leland Anderson, 801-642-0055 ext. 307.

Lengthening Our Strides in Cross Country

By Coach Leann Brinton

We have had a fabulous time running together every day after school! Getting to know the student runners has been a rewarding experience. They are all so talented, helpful, hard-working, and fun. We have had over thirty students, from both middle and high school, come out to join the team. Our typical warm-up consists of form drills, stretching, and strides.



The AHS Cross Country team is serious about running (above)...and about having fun while doing it! (below)



Training runs include two, three or four mile loops from the school where we have discovered wonderful trails, parks, and ponds. Students also do speed play runs, intervals, and some circuit training for strength.

Hard and easy days are alternated so that runners can recover. On Friday practices, we have started a tradition of dressing in bright colors and eating ice cream cones to celebrate a week of hard work!

As a coach, I work to inspire the runners. I want to help them achieve their goals, support them in building a feeling of family among team members, and prepare them for running their best. Our first inter-squad 5K race was held on Friday, September 30th, at 4pm in Art Dye Park. We have a second race scheduled for October 8th in Provo, the "Heritage XC Invite" where we will run against other private and charter schools. On October 15th, we will run the "Charter Chase" a 5K run on the Bonneville shoreline trail in Salt Lake, again with schools similar to ours. There is a possibility of another race before the end of October. We will end our season with a pizza party! Thank you runners, for your enthusiasm and dedication. This has been a wonderful season so far, and the best is yet to come.

Faculty News & Notes

Get to know new faculty members or those with new responsibilities at American Heritage:

Cross Country Coach:

Leann Brinton



Coach Leann Brinton ran in middle school and in high school, where she set a few school records and won a state championship in the mile run. She went on to run for the track and cross country teams at Harvard.

She ran her very best in large part because of the love, faith, and sacrifice of dedicated coaches. Their Christlike example inspires her in her new role as coach for the School's cross country team.

Children's Choir Accompanist:

LauraLyn Eberting



LauraLyn Eberting loves music and is delighted to be a part of American Heritage School's Children's Choir. She grew up singing and making music with

her family and then went to law school and became an attorney. While in college she taught piano lessons, played the violin with a BYU orchestra, sang with the Mormon Youth Chorus, and performed as an entertainer in Lagoon's *Music USA*. Welcome, Mrs. Eberting!



Middle School and High School Choir Accompanist: Rosanne Oliver

Rosanne Oliver loves to play piano, organ, and violin. She started piano at the age of 5, and continued lessons until she was 17, concluding her piano instruction with Paul Pollei at BYU and under his direction had the privilege to play in many contests around the state. Rosanne also played for the Utah Valley Youth Symphony for 4 years under the direction of Howard Laycock at BYU. Her classical organ training was under the tutelage of DonelleBlackham. She has served as a church/stake organist since the age of 13. Rosanne has also participated with or directed many church choirs throughout her life. She received her Bachelors of Science in Nursing at BYU and currently teaches Medical Surgical Nursing at Mountainland Applied Technical College in Lehi. She plans to attend BYU in the spring to complete her masters degree as a nurse practitioner. Rosanne states: "I love music and have always been inspired by great choirs and choral music. I find it a pleasure and a privilege to assist Mr. Swenson with the wonderful choirs at American Heritage School." Welcome, Mrs. Oliver!



Intermediate Strings Conductor: Susan Wilcox

Susan Wilcox was the founder of two after-school orchestra programs in Salt Lake County and has served on educational boards and committees as advocate for music education. She has over twenty-five years of experience working with extraordinary young musicians and is certified in both Suzuki and Mark O'Conner methods. Susan received her Baccalaureate

Degree in Music Education from Brigham Young University and has received additional training at Berklee College of Music and UCLA. She currently teaches in the Canyon School District and has successfully taught music in elementary school programs across the state. Susan studied under world-renowned Suzuki teacher Hiroko Primrose who studied directly under Dr. Shinichi Suzuki. She maintains a private studio teaching viola and cello. We are so blessed to have her assisting Denise with the Intermediate Strings. It is so rare to find another teacher who has such a passion for music that she started her own orchestra program to benefit her students. She has experience both with after-school and school-day groups and will be such a contribution to our program. Welcome, Mrs. Wilcox!



The AHS girls basketball team breaks through a pre-game banner on their way to victory in 2010-11. Girls tryouts for 2011-12 start on Monday, October 17.



Students from AHS and other schools from across the Wasatch Front participate in the American Heritage Lyceum Orchestras Program

International Student Spotlight

Did you know that American Heritage School currently has 14 international students from all around the world, including Korea, Venezuela, India, and China?



Woo Seok Lee (left) and Ho Seok Lee (right), brothers from Korea, were two of the first international students to join American Heritage School in 2009

Woo Seok Lee, and Ho Seok Lee, brothers from from Incheon, South Korea (population 2.8 million) are glad to be attending American Heritage School. They originally sought out AHS in the summer of 2009 to practice English and gain experience in the United States they believed would provide future employment opportunities here. However, in the last two years they have grown to appreciate AHS for many more reasons. "Everybody is so kind," Woo Seok says.

"In Korea I never heard of Mormon people, but I am getting to know the Book of Mormon and the church, and I love them," adds Ho Seok. They enjoy the education they are receiving in the twelfth grade.

What Ho Seok Lee enjoys most about American Heritage School are his friends. He loves being with them. His favorite classes are P.E. and choir. He enjoys singing tenor in both the Mixed and Chamber Choirs. When he is not doing homework for AHS, you are likely to find Ho Seok playing soccer and computer games with friends. He also plays the piano.

Woo Seok Lee also loves his AHS friends. Woo Seok enjoys reading books and watching movies with family and friends. After graduating from AHS, he plans to return to Korea to fulfill two years of

mandatory military service required of all Korean young men.

WooSeok and Ho Seok also enjoy Utah weather. "Utah is sunnier than Korea; Korea is rainier," says Ho Seok. Weather in Korea is somewhat similar to Utah weather. "Korea has four seasons, like Utah, including snowy winters."



Ho Seok Lee steals the ball for the Patriots. AHS had a nearly undefeated soccer season in 2011 (one loss in a scrimmage with a UVU intramural team).

The Lee brothers' experience attending Annan Public High School in Korea was very different from their experience at AHS. Here, 130 high school students currently attend AHS, compared to 600-700 high school students that attended Annan. And the schedule is very different, too. Woo Seok and Ho Seok began their day walking for 30 minutes or riding a bus for 15 minutes to attend school. Now they drive 15 minutes from Orem. Classes at Annan started at 8 a.m. and ended at 9 p.m. every day except Saturday. "Teachers moved from class to class, and the students stayed in one room." Their 7 classes each lasted 2 hours. After eating dinner at Annan, they had individual study time at school, a study hall held at school in the evening after dinner. "It was a long day," says Woo Seok.

The Lees are both grateful to be here and will miss their AHS friends when they graduate. In the meantime, they are having a wonderful experience. Welcome, Lees!

AHS Founders Classics



October 2011 marks the 20th Anniversary that AHS Founder H. Verlan Andersen delivered an important address during LDS General Conference entitled "Bring Up Your Children in Light and Truth." Given in connection with Elder Andersen's release from the Seventy, the talk inspires

parents to give their best efforts to raising their young children righteously in their homes. We encourage each AHS family to take a few minutes to review this discourse:

<http://lds.org/general-conference/1991/10/bring-up-your-children-in-light-and-truth?lang=eng>.

AHS Afternoon Community Music Programs Kick Off Another Season

Each Monday and Wednesday after school in September through May, hundreds of students from AHS and around the Wasatch Front convene at American Heritage School to participate in award winning orchestra and choir programs. These programs – open to the community and widely recognized for their excellence – give participating students opportunities to perform the best of the sacred and classical repertory, often alongside acclaimed professional musicians. If you know students who would like to participate in these programs, don't hesitate to call or visit us online!

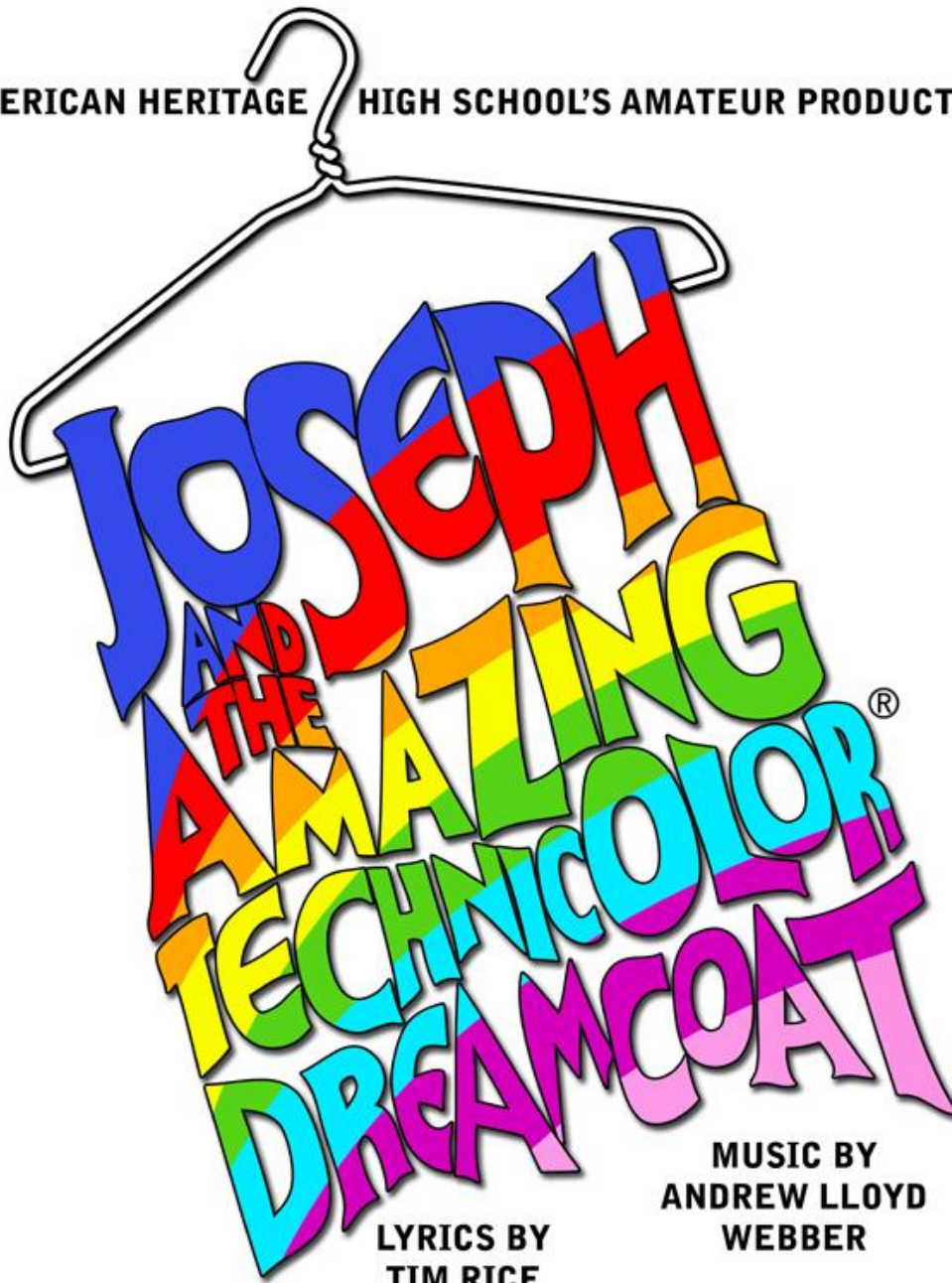
<http://american-heritage.org/Music/Orchestra>

<http://american-heritage.org/YouthChorus>



Kindergarten students walking to flag-raising assembly on their first day at American Heritage!

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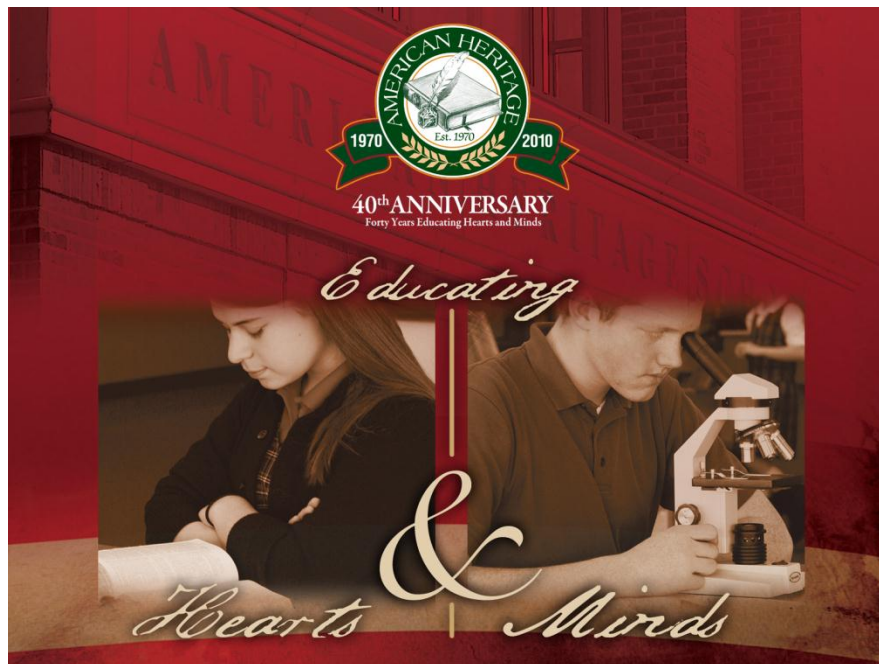
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MISSION STATEMENT OF AMERICAN HERITAGE SCHOOL

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

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

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



VISION STATEMENT

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

Welcome to
American Heritage School

Home of the Patriots



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

- De&C 64:34



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