



American Heritage School News

January-April 2011

Message From the Principal

It might be said that there are really only four basic motivations for all human action in life: fear, exchange, duty, and love.¹

Fear: “Make your bed or else...” “Wo unto the wicked, for they shall perish.”²

Exchange: “If you make your bed, you will get twenty-five cents.” “If ye will keep the commandments, ye shall prosper in the land.”³

Duty: “Make your bed because it’s your responsibility as a member of this family.” “Keep [my] commandments, for this is the whole duty of man.”⁴

Love: “Make your bed because you love me (or because you love order in your room).” “If ye love me, keep my commandments.”⁵



AHS high school students traveled to Mexico in March as part of one of various AHS service-learning initiatives. They helped build stoves, lay concrete foundations for homes, and interacted with local families. The anchor scripture for the AHS Honor Code is Matt. 22:36-39: “Thou shalt love the Lord thy God with all thy heart...” and “Thou shalt love thy neighbor as thyself.”

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The volumes that have been written and the sermons that have been preached in support of one or the other of these motivations as the most effective in sculpting human behavior are too numerous to count. The debate concerning which of these four approaches to use, or which combinations to use, plays like background music in every human discipline, including in education.

Consider, for example, the recent national “Tiger Mom” debate over how “strict” eastern cultures are compared to western cultures in terms of their parenting styles.⁶ Or consider the movement toward paying children to perform in school.⁷ The “Knowledge Is Power Program” (KIPP), one of the fastest growing charter-school networks in the country (nearly a hundred public charter schools nationwide),

has been rewarding students with financial incentives for well over a decade. KIPP students get paid for behaviors like getting to school on time, participating in class, and “having a positive attitude” — with “money” they can redeem for supplies at the school store.⁸ In one recent initiative, a Harvard professor paid over \$6 million in cash to 18,000 students in Chicago, Dallas, Washington, and New York, who earned money according to their performance in school. The results were mixed – but statistically significant enough to catch the attention of major donors and policy-makers, including Arne Duncan (current U.S. Secretary of Education)⁹ and the Bill & Melinda Gates Foundation.¹⁰

There is another motivation for human action – one that could be said to encompass a deeper and more universal desire – and one that combines love, duty, exchange, and maybe even a little fear, all bound up in a beautiful kind of harmony. Statistics and the scientific method fall short in demonstrating its power.



Janine Miner, AHS parent, and Jared Cornell, AHS 5th Grade teacher, portray Emma and Joseph Smith for an in-class history celebration. Celebrating our curriculum is an important pedagogical tool in the “Principle Approach” to teaching and learning.



“Education is a family affair.” AHS fathers and daughters participate together in one of various field learning events.

This higher motivation is a feeling that is common to almost all human beings at some time in their life, and it has much to do with the principle of sacrifice and “greater love.”¹¹

I began to understand this motivation in 1994, around the half-way point of my mission in St. Petersburg, Russia. My companion and I stood outside a busy market on a cold but sunny day. We were moving through the crowds of people and kiosks speaking with whomever would care to listen. I had a complaint in my heart that day, though I cannot now recall exactly what it was. It could have been my companion, my tired legs, my frustration with not having more families to teach – but suffice it to say that I was a little self-absorbed.

We decided to cross the street, which required us to also cross the tramvai (public transit train) tracks that ran through the middle of the street between the traffic moving in both directions. Most of the tramvai trains were quite large – built for mass transit – and could reach surprisingly high speeds in relatively short time, especially on long, straight runs like the one that we were crossing. The tramvai trains were also electric, and therefore were relatively quiet with exception of the occasional clacking of the wheels as they rolled over a joint or bump in the rails.

We made our way across the first lane of vehicle traffic to the tramvai median and checked to be sure that no trains were coming as we waited for our opportunity to cross the next lane of traffic. No trains were in sight as far as we could see, so we felt safe waiting next to the tracks for our opportunity to cross

the next lane of traffic. Whether through inexperience or inattention, I stood waiting on the median in a location that was not entirely clear of the train's path. My back was turned to the direction from which an oncoming train would come if one were present. The only thing I could hear was the constant noise of traffic passing us on both sides.



AHS mothers help back-stage for the annual Patriotic Program. Very little happens at AHS without loving and devoted parents "behind the scenes."

It was not until I felt the terrible rumble of the ground beneath my feet that I realized the danger of my situation. Turning to face the oncoming train, I realized that I did not have time to move. It was a moment of unavoidable collision and devastation. The conductor, traveling at what must have been close to top speed, rang his frantic but inadequate warning bell intended to notify me of impending doom. My sense of total helplessness and nothingness in the face of the massive object bearing down upon me was one of the most humbling experiences of my life.

And then something happened that was even more humbling – and to this day I cannot explain the physics of it. In the same awful instant that I saw the train, I felt a hand clenching the back of my coat. Simultaneously, I felt myself jerked from my feet and out of the path of the train as if someone was pulling me by a life line. As I fell away from the train, the conductor's rear-view mirror missed my head by inches – passing with compressed air waves so close to my ear that I actually thought for a sickening moment that I had been hit.

But I had not been hit. I had been saved from almost certain death. My companion, every bit as jolted by

this experience as I, explained afterwards that it was his hand that clenched my coat. He had risked his own life to save mine. What's more, he did not understand how the train missed me (or him for that matter), because, as he explained it, he did not have time to pull. Maybe so. Maybe he did pull. Maybe we jumped. And maybe there were angels "round about us."¹²

Whatever the case, my motivation changed that day. Life's little annoyances melted away in a wash of gratitude for life and for a selfless companion whose "greater love"¹³ saved me from near certain death.

I began working harder than ever before. I began studying more earnestly. There was no fear in my heart. I was no longer serving because there was something in it for me, nor was I serving simply because it was my duty. No sticks or carrots mattered. I served because I loved. I had "loved" my mission and my companion before this – but somehow I had withheld a portion of that love. Something in this experience had changed my heart dramatically. I finally began to understand what it meant to be motivated by the powerful principle of redemption – the greatest motivation of all.

The Greatest Motivation of All

Until we are "purely" motivated to learn, we will not truly learn. Consider the following example shared by one journalist to underscore this point:

In junior high school, one of my classmates had a TV addiction — back before it was normal. This boy — we'll call him Ethan — was an encyclopedia of vacuous content, from "The A-Team" to "Who's the Boss?" Then one day Ethan's mother made him a bold offer. If he could go a full month without watching any TV, she would give him \$200. None of us thought he could do it. But Ethan quit TV, just like that. His friends offered to let him cheat at their houses on Friday nights ("Miami Vice" nights!). Ethan said no. One month later, Ethan's mom paid him \$200. He went out and bought a TV, the biggest one he could find.¹⁴

To say that this kind of "exchange" motivation was ineffective is an understatement. Far worse – it was counter-effective. Most parents and educators would agree that using "exchange" incentives, or appealing

to a sense of “duty” are important parts of the motivational toolkit. But ultimately, if education is to have a lasting effect, the motivation to learn and act must run more deeply.

The following letter was submitted to me earlier this year by a student who left American Heritage School and decided after a year at a reputable local high school that he wanted to return to AHS:

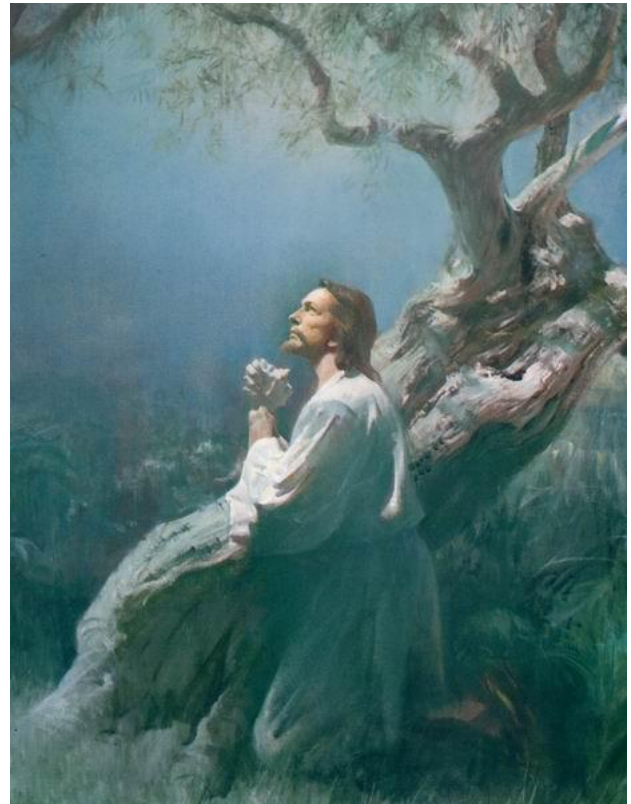
After having completed my Ninth Grade year at American Heritage I was given the opportunity to attend a highly ranked public school in Utah. After a great amount of personal debate and having prayerfully reflected on the situation, I decided that it would be best—all things considered—to leave American Heritage and attend that school. Having completed an entire term at the other school, I believe I have come to more fully appreciate the unique atmosphere and academic excellence that American Heritage provides and that other schools simply cannot replace. Chief among these, and without a doubt, the most compelling reasons for my wish to return, are (1) the presence of the Spirit of the Lord, (2) the phenomenal caliber and quality of the students teachers who attend American Heritage, and (3) the hard-work, high-yield, mentality of staff, faculty, administrators, and students alike that simply cannot compare with what I found elsewhere.

I believe that the incorporation and application of the principles of the Restored Gospel of Christ should be our first and primary priority in our lives. Executing this principle requires pursuing knowledge in preparation for the coming eternities. As it is our primary responsibility to ‘Come unto Christ,’ it only makes sense that His spirit and presence in our lives should be our most sought after asset and quality. Therefore, a school where the Spirit of the Lord is felt alongside the daily quest for knowledge has obvious advantages over schools where that component is not present.

There is a reason that Christ and “His Story” are written deeply into the curriculum and programs at American Heritage School, and that we take the long and steady “heart approach” to motivation. Regular prayer, devotionals, memorizations, the reflective “4-R” method, inspirational programs and assemblies, the Honor Code, master projects, service-learning,

word studies, sacred music, sacred art, Family Forums, Foundations Training, Christ-focused curriculum – in short “the Principle Approach” – is all intended to point our children to the greatest and purest motivation of all.

If we did not come to American Heritage to make a *study* of Christ, and to lay Him and his sacrifice at the foundation of all that we learn and do, then we are not yet realizing or taking full advantage of the most powerful and distinguishing feature of what American Heritage School has to offer.



Christ and “His Story” are written deeply into the curriculum and programs at AHS in an effort to motivate students at the deepest levels to keep their commitments.

When Christ approached Gethsemane, he said to Peter, James, and John that his soul “was exceeding sorrowful, even unto death.”¹⁵ He asked them to “tarry ye here, and watch with me” and to “watch and pray, that ye enter not into temptation.”¹⁶ Then, in the most humbling act in recorded history, the Savior “went a little further, and fell on his face, and prayed, saying, O my Father, if it be possible, let this cup pass from me; nevertheless, not as I will, but as thou

wilt.”¹⁷ In his suffering unfathomable to the human mind, “there appeared an angel unto him from heaven, strengthening him.”¹⁸ “And being in agony he prayed more earnestly: and his sweat was as it were great drops of blood falling down to the ground”¹⁹ until he had “finished the work”²⁰ that was given to him. In his great intercessory prayer, as Christ “lifted up his eyes to heaven” and proclaimed “Father, the hour is come”²¹ – we catch a divine glimpse of the godly motivation for the great Atonement: “that the love wherewith thou hast loved me may be in them, and I in them.”²²

Our mission is not just to educate minds – but to change hearts. The “model student” at American Heritage is not just a student who excels in academics, athletics, student government, service, and other worthy pursuits at a “safe” school with “a nice, LDS-oriented atmosphere.” Rather, the “model student” at American Heritage is one who excels in all areas of life *precisely because he has Christ written in the “fleshy tables of the heart”*²³ – and *precisely because he knows he has been saved, redeemed, preserved, and “set apart”*²⁴ for a purpose and a mission that is greater than self-pleasure, good grades, nice friends, valuable scholarships, and competitive colleges.

May the Lord bless each of us this Easter season to find the greatest motivation of all – in our communities, in our classrooms, in our homes, and in our hearts: “That ye love one another, as I have loved you.”²⁵

Sincerely,



Grant Beckwith
Principal

¹ See for example Blaine Lee, PhD, *The Power Principle: Influence with Honor*, 1997, Franklin Covey Co. Dr. Lee’s work is focused on three motivations for human action: fear, exchange, and love.

² 2 Nephi 13:11

³ Alma 37:13

⁴ Ecclesiastes 12:13

⁵ John 14:15

⁶ Wall Street Journal, *Why Chinese Mothers are Superior*, January 8, 2011, by Amy Chua (author of “Battle Hymn of the Tiger Mother”).

⁷ Time.com, *Should Kids Be Bribed to Do Well in School?*, April 8, 2010, by Amanda Ripley.

⁸ *Id.*

⁹ *Id.*

¹⁰ WashingtonPost.com, January 20, 2011, *Harvard Group to Evaluate IMPACT*, by Bill Turque. See the list of major supporters of Dr. Fryer’s “Ed Lab” at

<http://www.edlabs.harvard.edu/> The KIPP approach was highlighted in David Gugenheim’s recent video documentary “Waiting for Superman” (2010) that assailed the ills of the American public education system, and hailed the ideas of more “market-driven” education reformers such as Geoffrey Canada (charter school founder), Michelle Rhee (former chancellor of DC Public Schools), and Bill Gates.

¹¹ John 15:13

¹² D&C 84:88

¹³ John 15:13

¹⁴ Time.com, *Should Kids Be Bribed to Do Well in School?*, April 8, 2010, by Amanda Ripley

¹⁵ Matt. 26:38

¹⁶ Matt. 26:41

¹⁷ Matt. 26:39

¹⁸ Luke 22:43

¹⁹ Luke 22:44

²⁰ John 17:4

²¹ John 17:1

²² John 17:26

²³ 2 Cor. 3:3

²⁴ Psalms 4:3

²⁵ John 15:12



Second Grade students celebrate “Heidi Day” after reading the children’s classic “Heidi” by Johanna Spyri. Themes of compassion, love, service, and overcoming trial are related to Christ as the children study this work.

Welcome New Board Members

This coming June, three of our senior members of the AHS Board of Trustees – Bob Sorensen, Laurie Swim, and Dan Roberts – will rotate off the board according to their terms of service. Words can hardly express our gratitude for the sacrifice of time, talent and resources that these three extraordinary individuals have marshaled in blessing the children and families of the School. Of course, we will continue to see them around the campus, but we will miss them at the board table!

We are pleased to announce the following four new members of the AHS Board of Trustees, whose terms of service begin officially in August 2011 at the annual meeting of the Board of Trustees: Jill Bigelow, Derek Maxfield, Dr. James Stice, and Mary Kay Ware. We are extremely honored, and very privileged, that individuals of this caliber would agree to join our board. Please take an opportunity to thank each of them, and to welcome them in this new and sometimes daunting role.



Welcome, Jill Bigelow, to the AHS Board of Trustees.

Jill Bigelow and her husband, Rob, adore their ten children and thirty grandchildren. With a love for children, learning, and teaching, she served many years as principal organizer and as a teacher for Founders' Academy, a home school co-op which has served over a hundred students and their families. She has had significant experience developing curriculum and providing inservice training, and founded and implemented a successful community ESL program. An experienced piano teacher, she established a thriving studio of over fifty students. Most of all she loves nurturing her family through grandchildren's Cousins' Camps, family gatherings, and writing family history.



Welcome, Derek Maxfield, to the AHS Board of Trustees.

Derek Maxfield was born and raised in Meridan, Idaho and studied Computer Science at Boise State University, Ricks College (now BYU Idaho), and Brigham Young University. After a number of years as a software developer, Derek turned entrepreneur in 2003 when he founded a local software development company NetSteps.

NetSteps enjoyed tremendous growth and claimed top spots on local and national fastest growing company lists year after year including being the 11th fastest growing software company in the U.S. in 2010. Nothing is more important to Derek than his faith, and he feels profoundly grateful to have his children attend American Heritage and to be associated with such a wonderful institution.



Welcome, Dr. James Stice, to the AHS Board of Trustees.

James D. Stice, Ph.D., is an associate dean at BYU's Marriott School of Management. Dr. Stice has been at BYU since 1988. He has co-authored three accounting textbooks and published numerous professional and academic articles. In addition, Dr. Stice has been involved in executive education for Ernst & Young, Bank of America Corporation, International Business Machines Corporation, RSM McGladrey, and AngloGold Limited and has taught internationally in France and China. Dr. Stice received a Ph.D. from the University of Washington as well as master's and bachelor's degrees from BYU, all in accounting. He and his wife, Kaye, are the parents of seven children, the youngest of whom, Cierra, currently attends American Heritage high school. Dr. Stice and his family live in Provo, Utah.



Welcome, Mary Kay Ware, to the AHS Board of Trustees.

Mary Kay Ware was born and raised in Utah County. She attended Brigham Young University and received a B.S. in Family Science. While attending BYU, she studied abroad in London and Jerusalem. She taught 5th grade at American Heritage School from 2000-2002 and currently serves on the Curriculum and Uniform Committees for

the school. Mary Kay also serves on the GFC Foundation Board. She and her husband Michael have four children and reside in Orem, Utah. Mary Kay is the daughter of Gaylord and Laurie Swim.

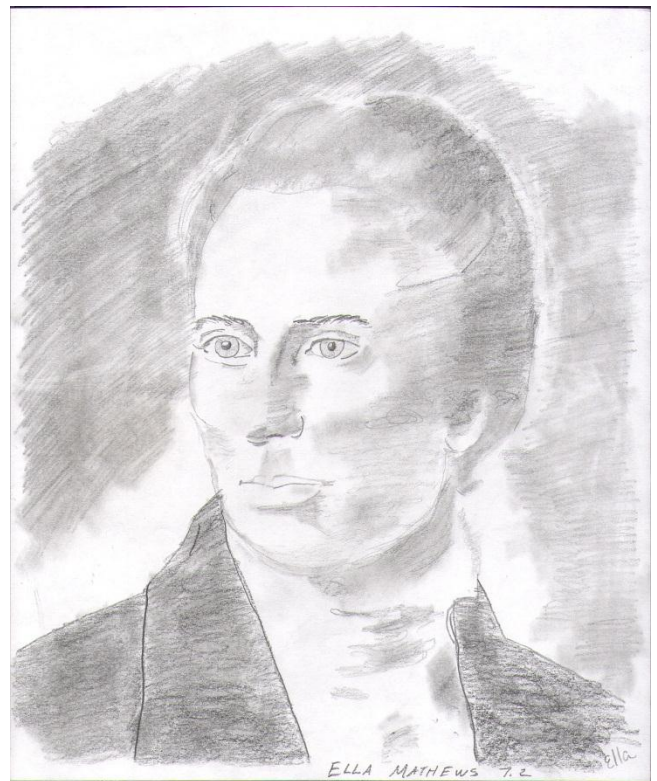
Student & Teacher Submissions

The following excerpts are taken from winning speeches written and delivered by students in Mr. Gentile’s 10th Grade “Religious Liberty” Speech Competition recently held at the school. The anchor text for the speeches was an address given by Elder Dallin H. Oaks at the Chapman University School of Law in Orange County, CA, on February 4, 2011. For a full transcript of that speech, see: <http://newsroom.lds.org/article/elder-oaks-religious-freedom-Chapman-University>

“...Religious freedom undergirds the origin and existence of this nation. From the beginning, our Founders, being divinely inspired, established this nation. The Pilgrims crossed through treacherous waters and suffered bleak winters for the cause of religious freedom. Religious freedom is embedded in this chosen land of America. Elder Oaks states, “The guarantee of religious freedom is one of the supremely important founding principles in the United States Constitution.” With religious freedom woven into the foundation of this nation, why would one abandon something that has made this country so great and influential?” (Kayla Jackson, 10th Grade)

“Religious freedom is a natural law and considered to be the foundation of America. ‘Every man,

conducting himself as a good citizen, and being accountable to God alone for his religious opinions, ought to be protected in worshipping the Deity according to the dictates of his own conscience.’ (George Washington, Letter, United Baptist Chamber of Virginia May 1789). Because of religious freedom, America became the land of opportunity. It is a place largely free from religious persecutions. However, persecution of religion is still present in the United States today... . American society is confusing the difference between ‘freedom of worship’ and ‘freedom of religion.’ Elder Dallin H. Oaks says that “Religious exercise...[is the ability] to preach openly, to evangelize, to engage in the public square.” Freedom of worship, however, is simply the ability to practice one’s religion in a meeting house or sanctuary. Religion defines what we do, who we are, and how we behave. What would it be like if we didn’t have the ability to openly and freely *exercise* our religion?” (Kaitlyn Hansen, 12th Grade)



Joseph Smith, hand sketch portrait by Ella Matthews, 7th Grade (Mrs. Culver Art).



A busy AHS parent takes time regularly to help teachers clean their rooms (yes she was really on hands and knees scrubbing grout). Students, teachers, and parents help with the cleaning and care of the building.

*“The Paradigm Doesn’t Work”
By Cynthia Chan, 10th Grade*

She sat on one of those plastic park benches that pebbled the park like punctuation in a too long sentence. Many figures fluttered by, too motivated by personal agendas to notice a girl and her piece of paper and her cinematic bench. That’s okay; she was waiting for someone who appeared to have an answer.

A man with hawk-eyes paced toward her bench. Finally. “Excuse me, sir! Please, I have a question for you if you could just take one second of your time to talk to me.” The girl scurried after the man, his pretentious-looking bowler hat crowning him a businessman. “Can you answer my question?”

“Leave me alone; I don’t know.” *Oh.* Back to her bench.

Seventeen minutes later a harried young mother hurried her way across the walk, hugging a wailing child, impatience darkening her eyes and coloring her cheeks. The same girl scrambled to grab her attention before she was passed, passed and forgotten, passed and forgotten again on this boulevard of consumers, takers, and money-makers.

“Ma’am! Can I ask you a question? One second, one question please! I just need to know something. It’s important to me.”

“Honey, I don’t care.” *No.* That was it, the girl thought. No one knew and no one cared. Her shoulders hunched forward as the piece of paper, her need-to-know question, fluttered to the cement. She walked away in defeat. That was it.

On the piece of paper, read only by the girl and the late afternoon sun rays as the question beseechingly faced the sky, was written: “What seems to be a greater problem in our nation—ignorance or apathy?”

“The Gospel Standard”

By Mr. Nicolas Gentile, 10th Grade Core Instructor

In days of yore, brave men of war
did at a standard gaze.
It was a flag of colors bold
and sure ‘mid battle’s haze.
The ensign did direct the troops
to one great rall’ying spot:
The ground that, at all costs of life or limb,
lose they could not.
So many ran and fought and bled
to keep the standard high,
And, met by foes as thick as fog,
they for its cause did die.
But death was not the end, they knew,
and God was greater still
Than every bitter mortal pain
they met upon that hill
For, more than life, their cause they loved—
and its bold standard, too—
And God above had trusted them
to keep it pure and true.

And so today, in our own way,
we to a standard look.
It is the gospel of the Christ
and comes by word and book.
The keys of God direct the work
of building families:
Our fullest joy, God’s glory now
and for eternities.
And so we work and fight and live

to keep that standard high,
 Though foes as thick as fog may try
 to smear it as a lie.
 But God's great plan moves forward still;
 it shall not flag nor fail,
 And every wound or scar we gain
 shall come as we prevail.
 The price we pay to live for truth
 shall sweet to our hearts be
 For God above will honor those
 who keep His standard free.

Calendar at a Glance

April

- 11-15 **Easter Vacation**
- 20 Required Parent Meeting 7:00 – 8:00 p.m.
- 22 **Teacher In-Service, No School (K-6th),
Early out for (7th-12th) 2:00 p.m.**
- 23 (Sat.) Incoming Kindergarten Student Assessment,
New Student Assessment 9:00 – 12:00 noon
- 28 Third Grade Devotional 2:00 p.m.
- 29 Third Grade Devotional 8:40 a.m.
- 29 Mid Term
- 25-29 Teacher Appreciation Week

May

- 5 Ballroom Dance Showcase 2:00 p.m. and 6:30 p.m.
- 6 **Teacher In-Service, No School (K-6th),
Early out for (7th-12th) 2:00 p.m.**
- 13 7th Grade Devotional
- 13 School Dance 8:00-10:00 p.m. ages 14 and up
- 20 **Teacher In-Service, No School (K-12th)**
- 21 (Sat.) Spring Clean-up Service Day 8:00-12:00
- 23-27 Shakespeare Week, Art Show
- 24 American Heritage Youth Chorus Spring/Pre-tour
Concert, Alpine Tabernacle 7p.m.
- 26 All Kindergarten attend AM 8:30-11:30
- 27 Shakespeare Play 6:30 p.m.
- 30 **Memorial Day, No School**
- 31 Field Day 1st -12th Grades

June

- 1 All Kindergarten arrive 11:00 a.m. (Last day of
School for Kindergarten)
- 1 12th Grade Commencement 7:00 p.m.
- 2 Awards Assembly 8:40-10:30 a.m.
- 2 School Ends 11:00 a.m. (1st -12th)
- 6-10 Annual Parent/Teacher Foundations Training Week
- 7 Uniform Swap 4:00-6:00 p.m.

**Elder Dallin H. Oaks to Serve as AHS
Commencement Speaker 2011**

We are very pleased to announce that Elder Dallin H. Oaks will serve as the commencement speaker for our inaugural graduating senior class at the graduation ceremony to be held at American Heritage School on June 1, 2011. In December of 2009, Elder Oaks and President Dieter F. Uchtdorf, accompanied by their families, attended “An American Heritage Christmas” at American Heritage School.



Elder Dallin H. Oaks of the Quorum of the Twelve Apostles visits with AHS students and faculty at “An American Heritage Christmas” concert in December 2009. Elder Oaks recently accepted the invitation to serve as the commencement speaker for American Heritage School’s inaugural graduating class, to be held June 1, 2011.

Subsequently, Elder Oaks attended the Lyceum Music Festival sponsored by American Heritage School at which his daughter, Jenny Oaks Baker, a nationally acclaimed violinist, performed with the students as the headline guest at the grand finale concert. Elder Oaks later learned of American Heritage School’s connection to the old BY High, from which he personally graduated. Mark your calendars – it will be a commencement celebration for the history books! See the following link for more on how American Heritage School is related to the former BY High:

<http://american-heritage.org/Newsletter/January-February%202009.pdf>

Graduates and their families may pick up advance tickets at the front office by May 6. General public seating tickets will be available May 9. This will be one of the most inspirational events of the year, and we expect a full house. Get your tickets soon!

**AHS Students Receive
National Merit Scholar Recognition**



*Congratulations to Kelsey Crawford and Steven Duncan,
11th Grade, who were both recently selected as
National Merit Scholarship Qualifiers.*

Congratulations to Kelsey Crawford and Steven Duncan, 11th Grade, who have been listed as National Merit Scholarship Qualifiers by the National Merit Scholarship Program. National Merit Scholar qualifiers score in the top 3% of some 1.5 million eligible high school students nationwide on the PSAT/NMSQT exam, and are referred to the two colleges or university of their choice through the National Merit Scholar Program. Even large high schools are lucky to have one or two National Merit Scholar Qualifiers in a given year. In the last two years, AHS has posted average college admissions scores that place AHS students among the best in the state and country. Way to go Steven, Kelsey, and ALL of our high school students!

**College Admissions Letters for AHS
Students Come Rolling In!**

AHS high school students have been receiving college admissions letters all year – and are faced with some tough but wonderful decisions in coming months. Among the list of colleges and universities that have already accepted AHS students are: Brigham Young University (Provo), Brigham Young University (Idaho), Purdue University, University of California at Santa Barbara, Edmonds College (Washington), Southern Virginia University, University of Utah, LDS Business College, and Utah Valley University. Many of the students have already been offered scholarships and have received multiple admissions offers. Way to go students!

**“Fiddler on the Roof” a Fabulous Success.
2011/2012 AHS Drama Season Announced**

We were delighted by the recent AHS Drama performance of “Fiddler on the Roof” that included an incredible cast of nearly 40 student actors and technicians. As a result of the overwhelming success of our drama department, and the support and enthusiasm of our students, American Heritage School decided in January 2011 to launch an afterschool drama program in the 2011/2012 year. The two major productions for the 2011/2012 year will be “Joseph and the Technicolor Dreamcoat” (musical – NOT the way you may have seen it on Broadway) and “Pride and Prejudice” (non-musical version). A thousand thanks to Mrs. Perry, Mrs. Brinkerhoff, Mr. Driggs, and our amazing drama and drama tech students.



*Walker Johnson prepares to play the part of Tevye in
“Fiddler on the Roof.” Next year’s AHS drama
productions include “Pride & Prejudice” and “Joseph and
the Technicolor Dream Coat.”*

**American Heritage School Honored with
“Best of Utah County” by
Daily Herald Readers’ Survey**

Congratulations AHS community! You were voted “Best Private School in Utah County” in a 45,000 subscriber Utah County Daily Herald readers’ poll. Check out the Sunday, May 1 edition of the Daily Herald, which is devoted to the “Best of Utah County.” This is the second consecutive year that AHS has been awarded this honor by the Daily Herald. Thanks to every student, teacher, family, and employee who makes American Heritage School a place that is recognized for its excellence.



American Heritage Youth Chorus Director Rob Swenson plans to take the AH Youth Chorus on its first out-of-state performance tour this summer to northern California and Oregon, where firesides and performance venues have already been arranged.

Debate Students Demonstrate Impressive Knowledge of the US Constitution

On Friday, February 18, students from the AHS Debate I and Debate II classes squared off in a friendly, head-to-head competition to display their knowledge of the United States Constitution. Both teams had earned the privilege of competing through their hard work and their performance in class. The Debate I team was captained by Tyler Bell, with Ian Boggess, Sarah Bowen, Chandler Helvey, and McKay Pierce as members of the team. Scott Hilton acted as an alternate and was ready to jump into the competition if any of his teammates were unable to compete. The Debate II team was captained by Steven Duncan, with Lauren Hall, Christopher Holmstead, Keegan McGhie, and Tanner Weyland as members of the team.

The teams answered questions relating to the United States Constitution in a new Constitution Bowl format that emphasized team work and joint effort rather than individual achievement. The bowl concluded with a head-to-head round of fast-paced questions where one member of each team, Ian Boggess for the Debate I team and Steven Duncan for the Debate II team, faced off to answer thirty questions. The new format produced a great deal of excitement and interest by the students that were watching the competition. Some students even brought and held up signs in order to cheer their classmates on.

At the beginning of the competition, it was clear that the audience was in favor of the underdog, Debate I team. Correctly answered questions were met with enthusiastic applause and cheering. However, once the Debate II team began to pull ahead, the Debate II team received their share of the cheers and encouragement from the audience. In the end, the Debate II team's greater age and experience prevailed over the Debate I team's youth and enthusiasm. Steven Duncan was awarded the Most Valuable Player award for the winning team and Ian Boggess was awarded the Most Valuable Player award for the runner-up team.

AHS Spelling Bee Winners



Congratulations to Caleb Uhl (5th Grade), Emily Anderson (3rd Grade), and Sydney Young (8th Grade), who placed first, second, and third, respectively, in the all-AHS Daily Herald/Scripps Spelling Bee (grades 3-8). These three students put on the most impressive, and longest,

spelling competition we have ever had at the School! Caleb represented us very well at the state bee, and had a wonderful experience preparing for it. Way to go, students!



The Fonz! Mr. Beckwith? Faculty members and Mrs. Camp on the drums (yes – she really plays the drums) performed a wild version of "Footloose" at the annual AHS Dance Festival in January.

AHS Students Receive Honors at Regional Science & Engineering Fair

American Heritage School high school students made an outstanding showing once again at the Regional Science & Engineering Fair at BYU in March. They took home many scholarships and prizes and, most importantly, had a great time developing, completing, and presenting their work!



Andrew Sessions, Michael Sorensen, and Clark Miner work on their science project, a home-made hovercraft!

Senior Celebration Week!

Get ready for “Senior Celebration Week” May 23-27, an annual tradition that includes celebration, service, and reminiscing by our senior class about the American Heritage School mission and experience.

May 23: Community Service Day (off campus senior service project)

May 24: School Service Day (on campus senior service project)

May 25: Senior Spirit Day (celebrations and activities for seniors on campus, pot-luck lunch, games, faculty-student contests)

May 25-28: Senior Trip (Southern Utah, Zion National Park, Angel’s Landing, Church History sites)

Many thanks to our senior Student Government Association representatives, Mr. Bohn, Mr. Haymond, and senior parents who have done such a wonderful job planning this exciting week!



The AHS boys basketball team played against stiffer competition than in any of our past three seasons and still had a winning record. Talk about “heart!” Go Patriots!

International Student Spotlight

By: Mr. & Mrs. Toor, AHS Parents



Jaskaran (Karan), and Arshdeep (Arsh) Toor are AHS students from India whose family lives and works in Utah.

You may wonder who these students are – the one with the turban, or with the long hair delicately covered with the colorful cloth. In 1469, the Sikh prophet Guru Nanak Dev Ji, founded the religion of Sikhism, in Punjab, India. Sikhs, the followers of Sikhism, are distinguished by the five k’s: kesh (long hair covered by a turban), kara (bracelet), kirpan (dagger), kanga (wooden comb), and kechera (specialized underwear). Along with these, Sikh men were given the last name of Singh (lion) and Sikh women were given the last name of Kaur (princess). The Sikhs have a book of scripture called the Guru Granth Sahib. Sikhs, like other religions, have certain standards of behavior and conduct. Some of these include no drugs, no meat nor eggs, no premarital sex, no trimming of hair, no gambling, and no divorce.

Jaskaran Singh Toor and Arshdeep Kaur Toor were born into a Sikh family. Their parents came to America from Punjab in 1992. Jaskaran and Arshdeep's uncles and aunts also live closely together in Utah. In 1992, the family started their own authentic Indian restaurant called "Bombay House: Cuisine of India." For eighteen years, the business has been successful, winning Best of Utah Indian restaurant annually since 1997. Jaskaran and Arshdeep's immediate family owns "Bollywood Market: Indian Sweet and Spice" in Provo. They are all proud of bringing the Indian culture to Utah.

Jaskaran and Arshdeep love attending American Heritage School. Their parents are proud of the school's strict rules governing the students' actions which, in turn, influence the children's personality and character. They appreciate the teachers' hard work in teaching and helping the students. The family wants to thank the principal, Mr. Beckwith, for giving them the opportunity not only to attend American Heritage School but to be openly recognized and welcomed as Sikhs at American Heritage School.



AHS high school students visit the laser lab at BYU's Eyring Science Center. Field learning is an important aspect of the AHS approach to "experiencing" subjects.

Freedom Festival Essay Finalists

Congratulations to the AHS finalists in the Freedom Festival Essay contest. Five essays from each division (only three from 10th - 12th) were chosen as our top essays, and will go on to the Freedom Festival to compete for cash prizes with the essays from other schools. The authors of these essays are listed here by

grade and not in order of preference: 1st - 3rd Division: Taya Waggoner - 2nd (Bingham), Emily Anderson - 3rd (Morrill), Kara Han - 3rd (DeSoto), Sam Beckwith - 3rd (Morrill), Lexi Latimer - 3rd (Morrill); 4th - 6th Division: Alexandra Bigelow - 4th (Knight), Spencer Bushman - 4th (Knight), Caleb Brown - 4th (Knight), Emma Lytle - 6th (Richardson), Megan Holmes - 6th (Richardson); 7th - 9th Division: Katherine Bennett - 7th (Updike), Ashley Ann Roberts - 8th (Yamada), Rosie Monson - 8th (Griffith), Olivia Bushman - 8th (Griffith), Samuel Morris 8th (Griffith); 10th - 12th Division: Michelle Morris - 10th (Gentile), Christopher Holmstead - 10th (Gentile), Michael Morris - 12th (Haymond). Congratulations to all our students for such wonderful writing, and good luck to the finalists!



Don't miss the annual AHS Ballroom Dance Showcase, Thursday, May 5, at 2:00 p.m. and 6:30 p.m.

American Heritage Lyceum Philharmonic Receives Official Invitation to Perform at the Kennedy Center in Washington D.C.

It's official! The American Heritage Lyceum Philharmonic has been invited to perform at the Kennedy Center on April 9, 2012, where they will perform the world premiere of an original commissioned work entitled "The Price of Union." Currently being written by renowned LDS composer

and conductor, Rob Gardner, “The Price of Union” will commemorate the 150th Anniversary of the Civil War, and will tell the a Civil War story of family, healing, forgiveness, union, and unity through the powerful medium of music, singing, and multi-media. If you enjoyed the “Price of Freedom” you won’t want to miss the world premiere of the “Price of Union” to take place at American Heritage School this coming Veteran’s Day 2011. Then, it’s off to DC and the Kennedy Center in April 2012, where the Philharmonic will perform not only at the Kennedy Center, but also at the Civil War Memorial at Arlington National Cemetery and other historic sites in D.C.



Kayson Brown and the American Heritage Lyceum Philharmonic students have received an official invitation to perform at the Kennedy Center in Washington DC.

The American Heritage Lyceum Philharmonic will also be performing alongside the Utah Valley Symphony, May 4th and 5th, in the Covey Center (tickets on sale now through the Covey Center Box Office). Incredibly (at least for a youth orchestra), they will play the Mahler Symphony No 1, labeled the “Titan Symphony” because of the enormous scope of the work. In addition, they have also been invited back to perform at the Best of State Awards Gala. The Philharmonic has won the award for the “Best Youth Performing Ensemble” in Utah for two years running and would like to make it a third! They will be making their BYU-TV debut this summer as the resident orchestra for the Freedom Festival’s Patriotic Service alongside some remarkable guest artists. And they are welcoming cellist Steven Sharp Nelson and Utah Symphony Conductors and Musicians to another week of intense music-making at the 2011 Lyceum Music Festival, July 25-30 located at the Zermatt

Resort. Congratulations Philharmonic students, and thank you Mr. Brown for your amazing leadership!

AHS Annual Fund Update, Please Help Our Teachers!

Did you know that many teachers and employees at AHS make less than they could earn elsewhere? They come because they are drawn by our mission and spirit. The School has made strides forward in our teacher compensation over the last few years; however, we have more work to do in this area and are still in great need of help from each family in our school community.

Our goal in this year’s “Educating Hearts & Minds Annual Campaign” has been to raise \$250,000 to help increase our teachers’ modest salaries and benefits. We have made significant progress toward this goal, but still need lots of help.



Taking a little break from sentence diagramming in 7th Grade? No – they are diagramming the sentence “Little Miss Muffet sat on a tuffet...” and along came the spider!

Raising tuition is always a last resort – and, as in previous years, we have set tuition rates at approximately half of the “true” cost of a seat at AHS to keep the school as affordable as possible. It is only through donations that we are able to keep our tuition so affordable. But we need your help to continue this generous “sacrifice” model of operating! We all gratefully recognize the patient hands and willing hearts of men, women, and children (named and unnamed) on whose shoulders we already stand. We drink from wells that we have not dug and sacrifice consecrates our efforts.

If you have not had an opportunity to give to the Annual Fund this year and would like to, please visit: <http://american-heritage.org/giving.htm>.

Thank you all, and bless you for your sacrifice!

Foundations Training 2011

Save the dates! Monday and Tuesday, June 6-7, 2011, from 8 a.m. to 4 p.m. both days, at American Heritage School, “How Firm a Foundation: Essential Practices that Produce Principle Approach Results” – the annual Parent Foundations Training, featuring inspiring training for parents and teachers. The registration fee of \$80 is waived for all parents enrolled at the School. New parents to the school are required to attend. Current parents are strongly encouraged to attend, even if you have attended the American Heritage School Foundations Training before. See the link below or the attached flyer for more information. You won’t want to miss this! <http://american-heritage.org/FoundationsTraining.htm>

AHS World History Lectures Now Available Online for Free!

You may have heard wonderful things about Mr. Nicholas Gentile’s World History from 1600-Present course as available through American Heritage School’s distance education program. Now, you can view recorded class presentations for free! This year’s class recordings are being posted online each week and are available for download to any device that supports Windows Media Videos. To access these videos, go to <http://american-heritage.org/Distance/worldhistoryiiiclasses.htm>.

New AHS Distance Education Book Store Coming in 2011

Coming in 2011, AHS will offer a new category of home schooling support. Printed materials will be available for purchase as spiral-bound books for \$15-25 per book (printed, bound, and delivered to your door!). AHS curriculum uniquely connects time-tested wisdom, love, principles of the Restored Gospel of Jesus Christ, and principles of government in a way that restores light in education and brightens a

family’s educational experience. These wonderful books and educational resources become yours to keep and use over and over again.

Additionally, subscriptions to access online lessons, videos, MP3’s, etc. will be available for a minimal monthly cost. Although these are not “courses,” these subscriptions include access to educational and technical coordinators who can provide support to homeschoolers and other subscribers.

AHS also continues to offer accredited, teacher-led courses for distance education students nationally and internationally—any time, any place, and any pace! See <http://distance.american-heritage.org> for details.

Watch future AHS newsletters, Mr. Beckwith’s “Important Announcements & Reminder” emails, and “Friday Facts” for incentive opportunities to share these offers with your friends and loved ones.



AHS Shakespeare Week is almost here! Don't miss the "Merchant of Venice" May 27, at 6:30 p.m.

AHS Distance Education Program Expanding Rapidly, Blessing Lives

In August, American Heritage School launched approximately 50 distance education courses that have received almost 400 course enrollments. We now have students all over UT and in AL, AZ, CA, ID, IN, KS, LA, PA, TX, VA, WA, and Canada! And the list is growing.

The most popular courses have been our history courses, including the US Constitution, Studies in Church History, World History from 1600 to Present

(10th Grade). Kindergarten Language has also enrolled more students than anticipated. So far, students and parents have reported great satisfaction with these courses.



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

The Kindergarten Language course has produced exceptional results for pre-K and early elementary school age children. Developed with the expertise of Mrs. Linda Strong, who has taught at AHS for over 20 years, this course provides students and their parents with dozens of hours of online video-instruction spread over a 30-week schedule. Each lesson is segmented into a 10 to 20 minute daily video, which is also coupled with a detailed workbook, writing paper, materials, and flash cards. These lessons guide help the child in learning how to form letters, all of their sounds, reading, and spelling. The course, which costs only \$220, also offers direct interaction with Mrs. Strong who will provide feedback regarding student writing samples and help parents answer questions as they arise. Parents are beaming over the results they are seeing with their child and with their own increased understanding of how to teach writing, reading, and spelling to their children.

Another fantastic course has been the “World History from 1600” course. In addition to rich online resources, every student receives wonderful books of primary source readings, PowerPoint slides, quizzes, essay instructions, and personal tutorials with Mr. Gentile. Students report gaining many new views of history through this course! For more information log on to:

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

Faculty News & Notes

If you missed the announcement about the reorganization of the AHS administration, be sure to read the exciting April 14 letter from the board circulated to the school community and also posted at the following link:

http://american-heritage.org/pdf/Parent_Cover_Letter_4-15-11.pdf



Welcome Liz Jacob, Admissions Director and 2011-2012 High School Assistant Principal. Elizabeth Jacob was privileged to attend American Heritage as a student for grades 1-6 and is a granddaughter to H. Verlan Andersen, one of the original school founders. She holds a

Bachelor’s Degree in Music Performance and Pedagogy from Brigham Young University and is a single mother to six children ranging in age from 5-19. She has lived in Orem, Chicago and a suburb of Washington D.C. She has been involved heavily with education for many years. She taught her own children in home school for many years and also taught as an orchestra teacher at Meridian School in Provo. She wrote the charter and served as a co-founder for Karl G. Maeser Preparatory Academy a charter high school located in Lindon, Utah, which was ranked the best high school in Utah by Newsweek in May 2010. She served on Maeser’s board as Curriculum Chair for five years. She is currently employed there part time as Accreditation Chair, assisting with administrative duties, helping in the library and teaching a Music History class. She currently has two students attending American Heritage and is grateful for the opportunity her children have to enjoy the same educational experience she values so much from her childhood. She especially appreciates the unique mission of

American Heritage to teach religious truth while expecting academic excellence.



Welcome Marc Means, Web Developer. Marc Means has volunteered with the school for over a year as a consultant in IT and web development. His background is varied, with experience in systems support, business analysis, software development, and IT

management. He is a graduate of Neumont University with a bachelor’s degree in computer science. He and his wife, and four children live in Cedar Hills, and are excited to be a part of the school and its mission.

Condolences On the Passing of Two AHS Friends.

With tender emotions we announce the recent passing of two dear friends, LuJean Livingston, and Dr. Nephi Kezerian, both of whom played significant parts in American Heritage School’s history through the years. LuJean was a teacher at AHS, and later a “teacher of teachers” as she instructed at many of our Foundations Training and inservice meetings. Dr. Kezerian was one of the founders of the school. Both passed away on February 1, 2011. Our heartfelt appreciation and love goes out to the Livingston and Kezerian families.



LuJean Livingston, 1943-2011, and Dr. Nephi Kezerian, 1916-2011. Both played significant roles in perpetuating the mission of American Heritage School. We love and honor you both!

**New Parent Organization
President Announced for 2011-2012**



Jill Murdock, the new AHS Parent Organization President for the 2011-2012 year, her husband Marshall, and their six children.

Welcome to our new Parent Organization President-elect, Jill Murdock! Jill is excited to be the Parent Organization leader for the 2011-2012 year, and will be announcing her presidency in the coming weeks.

“I’m looking forward to meeting new friends, serving faculty and students, participating in the school’s events, and just even being in the halls of American Heritage School - to feel that warm spirit. The school is such a blessing in our lives”, she says. Jill and her husband Marshall have been married for almost 10 years now (believe it or not, they met on LDSSingles.com). Marshall came as a “package deal” with 4 children (ages 14-20 now) and they’ve added 2 girls to the clan: Hannah is 8 and in 3rd grade at AHS and 5-year-old Paige is their youngest. This last year Jill has been a substitute teacher at AHS and enjoys getting to know the students and faculty better. Jill is a Licensed Massage Therapist and also enjoys reading, summer walks, doing crafts, eating Tootsie Rolls, playing games with her girls and holding hands with her husband.

We extend heartfelt thanks to our outgoing Parent Organization President, Katie Holmstead, and also to her presidency: Janine Miner, Christina Davies, and Brooke Sheets.

Positions Available

Do you know the perfect candidate to fill an open position at American Heritage School? We have received a number of excellent applicants for our open positions this year with very impressive credentials and experience - but we still want (and need) your help! Please continue to invite your qualified friends and educators to apply at AHS! We plan to fill each of our 2011/2012 openings in time for our June Foundations Training. Openings are as follows:

Fourth Grade Teacher (FT)

Middle School/High School Physical Education Teacher (PT/hourly)

Middle School and High School Math Teacher (FT)

High School Chemistry Teacher (FT/PT/hourly)

High School French Teacher (PT/hourly)

Grader for Distance Education World History Course (PT)

Distance Education Teachers and Curriculum Developers – All K-12 Grades and Subjects (PT)

Information Technology Assistant Paid Internship (Part-Time/Hourly)

See the “Opportunities” page of our website for more details. american-heritage.org/Opportunities.htm.

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



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American Heritage School Presents
William Shakespeare's

THE MERCHANT OF VENICE

Friday, May 27th
6:30 p.m.

american-heritage.org
Free Admission | Donations Welcome



AHS Honor Roll – Second 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).

Andersen, Samuel
 Anderson, Taylor
 Arguello, Alex
 Arguello, Valerie
 Bailey, Bethany
 Bailey, Brayden
 Bell, Tyler
 Bevard, Erin
 Bigelow, Alexandria
 Bigelow, Catherine
 Blair, Joshua
 Bleyl, Kennedy
 Boggess, Daphne
 Boggess, Ian
 Boggess, Jesse
 Bowen, Sarah
 Boyle, Amy
 Brown, Erica
 Brown, McKenna
 Bruno, Kristelle
 Bunn, Hayden
 Bushman, Adam
 Bushman, Benjamin
 Bushman, Nicole
 Bushman, Olivia
 Bushman, Spencer
 Bustamante, Guillermo
 Butterfield, Jocelyn
 Bybee, Klaesara
 Bybee, Taeven
 Carlson, Chelsey
 Carlson, Kelsey
 Chan, Cynthia
 Chipman, Amanda
 Chipman, Clarissa
 Choi, Jongsu
 Coleman, Angela
 Crampton, Brianna
 Crawford, Kelsey
 Crawford, Magdalene
 Crawford, Rebekah
 DeSpain, Dorie
 Dixon, Karina
 Duncan, Marinn
 Duncan, Misha
 Duncan, Steven
 Fairbanks, Hunter
 Fee, Hannah
 Frazier, Grant
 Frazier, Jacob
 Gardner, Ellie
 Giles, Courtney

Gilmore, Chelsea
 Graff, Seth
 Graham, Jackson
 Ha, Jeewon
 Hales, Christopher
 Hales, Clarissa
 Hall, Lauren
 Han, James
 Handy, Katelyn
 Hansen, Kaitlyn
 Hansen, McKenzie
 Hansen, Tate
 Harbaugh, Azure
 Harbaugh, China
 Harlan, Sydney
 Haymond, Ammon
 Heras, Erik
 Hill, Alex
 Hill, Austin
 Hill, McKenzie
 Hilmo, Eli
 Hilton, Ivonne
 Hilton, Scott
 Holmes, Megan
 Holmes, Thomas
 Holmstead, Christopher
 Holmstead, Joseph
 Holmstead, Nathan
 Hu, Xuejun (Angelina)
 Huhem, Elisa
 Huhem, Natasha
 Hunsaker, Parker
 Jackson, Kayla
 Jackson, Mary Alice
 Jensen, Sarah
 Johns, Garrett
 Johnson, Brenna
 Johnson, Chloe
 Johnson, Lauren
 Johnson, Madison
 Johnson, Sophie
 Johnson, Walker
 Jones, Aryn
 Jones, Daniel
 Jones, Noah
 Jorgensen, Jens
 Jorgensen, Josh
 Kelly, Ariele
 Kelly, Calvin
 Lambert, Alexandra
 Lambert, Gabrielle
 Lant, Alex

Lee, Ho Seok
 Lee, Jiho
 Lee, Woo Seok
 Liechty, Savannah
 Lofgreen, Carsyn
 Lofgreen, Dallen
 Lofgreen, Kaytlyn
 Lundskog, Jacob
 Lytle, Emma
 Mason, Kenna
 Maxfield, Elandon
 McGhie, Brenden
 McGhie, Keegan
 McGuire, Lindsey
 McGuire, Stephanie
 Meade, Evan
 Miller, Hinckley
 Miner, Clark
 Miner, Linnea
 Miner, Natalie
 Monson, Jayden
 Monson, Lacey
 Monson, Rosie
 Morales Llan, Arturo
 Morales Llan, Sasha
 Morales Llan, Shirley
 Morrill, Ethan
 Morris, Michael
 Morris, Michelle
 Moss, Brighton
 Mulvey, Lauren
 Nazer, Katherine
 Ng, Matthew
 Nielson, Victoria
 Nunes, Jared
 Ostler, Garrett
 Pack, Cera
 Pack, David
 Pack, Preston
 Park, Annabelle
 Peck, Kennedy
 Peterson, Ethan
 Peterson, Evan
 Pierce, Leah
 Pierce, McKay
 Rickenbach, Isaac
 Riley, Charissa
 Roberts, Emily
 Rosa, Melanie
 Rose, Joseph
 Roskelley, Porter
 Rutherford, Grant

Sanders, Emily
 Selva, Esteban
 Sessions, Amber
 Sessions, Andrew
 Sheets, Adam B.
 Smith, Madison
 Sorensen, Michael
 Sperry, Joshua
 Sutton, Gabrielle
 Sutton, Olivia
 Sutton, Zachary
 Tam, Rachel
 Tolman, Hannah
 Toor, Jaskaran (Karan)
 Uhl, Caleb
 Valverde, Dylana
 Van Zant, Jennifer
 Vanderbeek, James
 Vanderbeek, Joshua
 Veach, Zachary
 Vosters, Tahara
 Wade, Hayden
 Wade, Kelsey
 West, Rachel
 West, Tanner
 Weyland, Tanner
 Willardson, Lauren
 Willardson, Weston
 Willes, Carly
 Williams, Jordan
 Woo, Sangmin (Ellie)
 Yamano, Misato
 Yang, Jieun
 Yoon, Heewon
 Youn, Lucy (Sung In)

AHS Honor Roll – Third Term

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

Anderson, Emily
 Anderson, Taylor
 Arguello, Valerie
 Arnson, Mikaela
 Bailey, Bethany
 Bailey, Brayden
 Bell, Tyler
 Bennett, Katherine
 Betts, Alayna
 Bevard, Erin
 Bigelow, Alexandria
 Bigelow, Catherine
 Bills, Brittani
 Blair, Joshua
 Boggess, Daphne
 Boggess, Ian
 Bowen, Sarah
 Boyle, Amy
 Breaux, Rachael
 Brown, Erica
 Brown, Mckenna
 Bruno, Kristelle
 Bunn, Hayden
 Bushman, Adam
 Bushman, Benjamin
 Bushman, Olivia
 Bustamante, Guillermo
 Butterfield, Jocelyn
 Bybee, Klaesara
 Bybee, Taeven
 Carlson, Chelsey
 Carlson, Kelsey
 Chan, Cynthia
 Chipman, Amanda
 Chipman, Clarissa
 Choi, Jongsu
 Coleman, Angela
 Crampton, Brianna
 Crawford, Kelsey
 Crawford, Magdalene
 Crawford, Rebekah
 DeSpain, Dorie
 Duncan, Marinn
 Duncan, Misha
 Duncan, Steven
 Fairbanks, Hunter
 Frazier, Grant
 Gardner, Ellie
 Giles, Courtney
 Gilmore, Chelsea
 Graff, Seth

Graham, Jackson
 Ha, Jeewon
 Hales, Christopher
 Hales, Clarissa
 Hall, Lauren
 Hall, Miranda
 Han, James
 Handy, Katelyn
 Hansen, Kaitlyn
 Hansen, Tate
 Harbaugh, Azure
 Harbaugh, China
 Harlan, Sydney
 Harrison, Parker
 Haymond, Ammon
 Heaton, Chelsea
 Heras, Erik
 Hill, Alex
 Hill, Austin
 Hill, McKenzie
 Hilmo, Eli
 Hilton, Ivonne
 Hilton, Scott
 Holmes, Megan
 Holmes, Thomas
 Holmstead, Christopher
 Holmstead, Joseph
 Holmstead, Nathan
 Hone, Kristeena
 Hu, Xuejun (Angelina)
 Huhem, Elisa
 Huhem, Natasha
 Hunsaker, Parker
 Huynh, Sandy
 Jackson, Kayla
 Jackson, Mary Alice
 Jensen, Sarah
 Jespersen, Ethan
 Johns, Garrett
 Johnson, Chloe
 Johnson, Lauren
 Johnson, Madison
 Johnson, Walker
 Jones, Aryn
 Jones, Daniel
 Jones, Noah
 Jones, Oak
 Jorgensen, Jens
 Jorgensen, Josh
 Kennedy, Aaron
 Kim, Taemin

Klingler, Nichole
 Lambert, Gabrielle
 Lant, Alex
 Lee, Eliza
 Lee, Ho Seok
 Lee, Jiho
 Lee, Woo Seok
 Liechty, Savannah
 Lofgreen, Carsyn
 Lofgreen, Kaytlyn
 Lundskog, Jacob
 Lytle, Emma
 Lytle, Luke
 Mason, Kenna
 Mathews, Ella
 Maxfield, Elandon
 McGhie, Brenden
 McGhie, Keegan
 McGuire, Lindsey
 McGuire, Stephanie
 Meade, Evan
 Merkley, Allyssa
 Miller, Hinckley
 Miner, Natalie
 Monson, Jayden
 Monson, Rosie
 Morales Llan, Arturo
 Morales Llan, Sasha
 Morales Llan, Shirley
 Morrill, Ethan
 Morris, Michael
 Morris, Michelle
 Morris, Samuel
 Moulton, Renee
 Mulvey, Lauren
 Nazer, Katherine
 Ng, Matthew
 Nielson, Victoria
 Nunes, Jared
 Ostler, Garrett
 Pack, David
 Pack, Laelle
 Park, Annabelle
 Peterson, Ethan
 Peterson, Evan
 Pierce, Leah
 Pierce, McKay
 Rather, Christian
 Riley, Cameron
 Riley, Charissa
 Roberts, Emily

Rosa, Melanie
 Roskelley, Porter
 Sanders, Emily
 Selva, Esteban
 Sessions, Amber
 Sessions, Andrew
 Sessions, Stephen
 Sheets, Adam B.
 Smith, Madison
 Sorensen, Michael
 Sperry, Joshua
 Sutton, Olivia
 Sutton, Zachary
 Swallow, B. Dylan
 Tam, Rachel
 Tolman, Hannah
 Toor, Jaskaran (Karan)
 Uhl, Caleb
 Valverde, Dylana
 Van Zant, Jennifer
 Vanderbeek, James
 Vanderbeek, Joshua
 Vosters, Cameron
 Vosters, Tahara
 Wade, Hayden
 Wade, Kelsey
 West, Rachel
 West, Tanner
 Weyland, Tanner
 Whiting, Lacey
 Willardson, Ashley
 Willardson, Lauren
 Willes, Carly
 Williams, Jordan
 Woo, Sangmin (Ellie)
 Wooden, Dylan
 Yamano, Misato
 Yang, Jieun
 Yoon, Heewon
 Youn, Lucy (Sung In)



AMERICAN HERITAGE SCHOOL FOUNDATIONS TRAINING

"How Firm a Foundation" – Essential Practices That Produce Principle Approach® Results, June 6-7, 2011

Time	Monday, June 6	Tuesday, June 7
8:00-8:15 a.m.	Welcome, Prayer & Devotional	Welcome, Prayer & Devotional
8:15-8:50 a.m.	<p>"How Firm a Foundation" <i>Grant Beckwith and AHS Student Presenters</i></p> <p>Connecting the Christian Home and the Christian Classroom: A Showcase of Principle Approach Processes and Results</p>	<p>"The Christian Idea of the Child" <i>Dr. James D. Stice</i></p> <p>Inspiring Hearts & Minds: How the Christian Idea of the Child Mandates a Distinct Method of Education, and How it Redefines the Role of Teacher and Parent</p>
8:50-9:30 a.m.	<p>The Seven Principles of America's Christian History, Education, and Government: An Overview (Part 1) <i>Dr. Jenet Erickson</i></p>	<p>The Seven Principles of America's Christian History, Education, and Government: An Overview (Part 2) <i>Dr. Jenet Erickson</i></p>
9:30-9:40 a.m.	Break	Break
9:40-9:45 a.m.	Parent & Student Share	Parent & Student Share
9:45-10:45 a.m.	<p>Principle Approach Classroom Demonstrations <i>Laura Scholl, Laura Yamada, Charlene Knight, Esther Sivert, Angie McIntyre, Deanna Bingham</i></p> <p>Classroom Simulations in Principle Approach Methodologies: 4-R Reflective Learning Process • Notebook Method • Word Studies • Principle-Based Classroom Management</p>	<p>A Principle Approach to Home & Distance Education <i>Nick Gentile, David Hancock, Linda Strong, Jereamie Randall</i></p> <p>Classroom Simulations in Philosophy Foundations: The 7 Principles • Cause & Effect • Internal to External • Self- Education as a Life-long Pursuit</p>
10:45-10:55 a.m.	Break	Break
10:55-11:00 a.m.	Parent & Student Share	Parent & Student Share
11:00-11:45 a.m.	<p>Applications of Christian Self-Government in the Home <i>Curtis & Janine Miner Family</i></p> <p>4-R Reflective Learning Process • The Christian Form of Proper Government • How the Seed of Local Self-Government is Planted • Internal Unity to External Union</p>	<p>The Seven Principles Applied: A Principle Approach to History <i>Jared Cornell</i></p> <p>Teaching the Seven Principles Through Stories & Biographies • Internal Principles to External Application</p>
11:45-12:45 p.m.	Lunch (Provided), Break-Out Lunch Groups	Lunch (Provided), Break-Out Lunch Groups
12:45-1:15 p.m.	<p>The Art of Teaching Through Music: A Musical Devotional <i>Rob & Jill Bigelow Family</i></p>	<p>The Home as a Principle Approach Classroom <i>Danny & LaDawn Mason Family</i></p>
1:15-2:15 p.m.	<p>"Deny Not the Gifts of God, For They Are Many" A Principle Approach to Individual Students <i>AHS Instructors: Wendy Meade, Karen Richardson, Heidi Boden, Nancy Willis, Debbie Hobbs</i></p> <p>Classroom Simulations in Reaching All Levels of Learners • Helping Students with Exceptionalities • Accommodation and Accountability</p>	<p>The Seven Principles Applied: Principle Approach Methodologies <i>Lauri Updike</i></p> <p>The Power of Word Studies • The Notebook Method • Celebrating Learning</p>
2:15-2:25 p.m.	Break	Break
2:25-2:30 p.m.	Parent & Student Share	Parent & Student Share
2:30-3:30 p.m.	<p>God's Principle of Individuality <i>Brad Wilcox</i></p> <p>Cultivating the Full Potential of Christ in Each Child</p>	<p>Fine Arts and the 4-R Methodology: "From Anesthetic to Aesthetic" <i>Dr. Michael Ballam (invited)</i></p> <p>Unlocking Individual Potential through Fine Arts and the 4-R Methodology • Reaching All Learners through Fine Arts</p>
3:30-4:00 p.m.	Q&A and Closing Remarks, Grant Beckwith	Q&A and Closing Remarks, Grant Beckwith

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

American Heritage Schools, Inc., 736 North 1100 East, American Fork, Utah 84003, (801) 642-0055, (801) 642-0060 (fax), www.american-heritage.org
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AMERICAN HERITAGE SCHOOL FOUNDATIONS TRAINING

"How Firm a Foundation" - Essential Practices That Produce Principle Approach® Results
General Session, June 6-7, 2011

Who is invited to attend?

Parents, teachers, grandparents, professionals, ecclesiastical leaders, and policymakers who feel passionately about character education from a restored-gospel perspective. In addition, this training is a must for LDS educators who plan to use the Principle Approach in their teaching. Students ages 14 and up are welcome upon registration for the program. Babies in arms are welcome; however, please no toddlers or young children.

Where and When?

American Heritage School
736 North 1100 East, American Fork, Utah 84003
(Directly across from the Mount Timpanogos Temple)
June 6-7, 2011, 8:00 a.m. to 4:00 p.m. each day. Walk-in registration at 7:30 a.m.

How do I register?

Complete the attached registration form and mail, fax, or e-mail it to the School, attn: Shari Wheeler.

Who do I contact?

Shari Wheeler, (801) 642-0055 x301, swheeler@ahsmail.com
Lisa Mulvey, (801) 642-0055 x300, lmulvey@ahsmail.com

What is the cost?

- Non-Patron, Early Registration: \$80 for both days or \$50 per day (pre-registration must be received by Friday, June 1)
- Non-Patron, Walk-In Registration: \$100 for both days or \$60 per day. Materials and lunch will not be provided for walk-in registration.
- Current AHS Patrons and Applicant Families: **No cost. Registration fee is waived; however, you must complete the registration form so that we can order appropriately for materials and meals.** Materials and lunch will not be provided for walk-in registration.

Materials & Preparation

Materials will be provided as part of your course registration fee. You should bring scriptures and writing utensils. Curricula, guides, and other educational materials, including various Foundation for American Christian Education titles, may be purchased at American Heritage School.

Directions to American Heritage School

From I-15 North or South, take the American Fork 500 East Exit. Go north to State Street. Turn right (East) on State Street and go to 1100 East, following signs to the hospital. Continue past the hospital up hill until you reach American Heritage School directly across the street from the Mt. Timpanogos LDS Temple.

Nearest Lodging

Best Western (801) 768-1400
Days Inn (801) 768-8322
Quality Inn (801) 763-8383

Lunch

Lunch will be provided on both days and is included in your course registration fee. Various restaurants are also within close driving distance of the School, including Panda Express, Bajjo Grill, Sonic, Wingers, Wendy's, Fazoli's, etc.

Childcare

Childcare will not be provided. No babies or young children please. Students ages 14 and up are welcome upon submission of the registration form (and fee if applicable) for the program.

More information about American Heritage School & Family Education Center?

See our website at www.american-heritage.org

"We ought to foster education and intelligence of every kind; cultivate literary tastes, and men of literary and scientific talent should improve that talent; and all should magnify the gifts which God has given unto them... If there is anything good and praiseworthy in morals, religion science, or anything calculated to exalt and ennoble man, we are after it. But with all our getting, we want to get understanding, and that understanding which flows from God." (John Taylor)

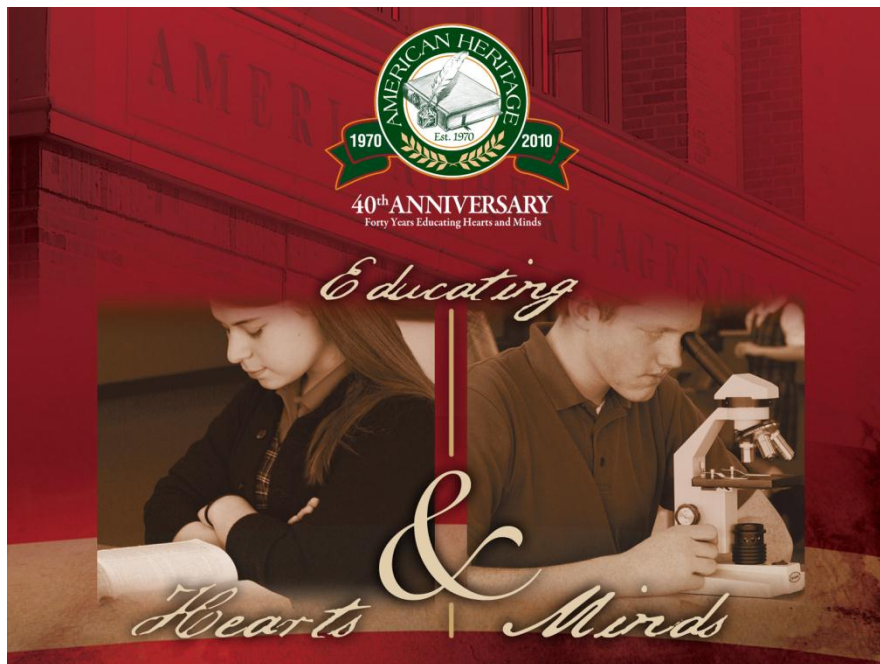
Humility - Faith - Charity - Courage - Self-Government - Virtue - Industry - Wisdom

MISSION STATEMENT OF AMERICAN HERITAGE SCHOOL

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

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

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



VISION STATEMENT

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

Welcome to
American Heritage School

Home of the Patriots



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

- DeC 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)