

## **Course Descriptions: Tenth Grade**

**Course Type:**

**Course Title:** Art 1-2, 9-11 grades

**Instructor:** Ms. Culver, [cculver@ahsmail.com](mailto:cculver@ahsmail.com)

In this course, students will learn understanding that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of this World.” They are introduced to many mediums and styles of creating art images. They learn that partnering with the spirit; they may all become wonderful artists. The students develop their talents through persistent efforts in drawing and painting. They each have personal sketchbooks provided by our school, where weekly homework is required. We study Christian Character based master artists, such as Rembrandt, or contemporary artist like Greg Olsen and others known to portray Christian values. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through three events that will give each student an opportunity to display their art. These events include a gallery competition in December, a State-wide competition, that will challenge them, in developing Arbor Day posters, and the American Heritage School Art Show which will display all work completed during the year. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to complete assignments during class time, keep them organized, and remember their sketchbooks. To support your student, please consider checking your student’s sketchbooks and giving encouragement.

**Course Type:**

**Course Title:** Ballroom 2-3, 9-11 grades

**Instructor:** Mrs. Hester, [bhester@ahsmail.com](mailto:bhester@ahsmail.com)

This course is designed to give students more advanced technical and intellectual experience in American and Latin social dances. Students will learn social skills and etiquette and develop a desire for continuing participation in social dance events while demonstrating Christ-like conduct (American Heritage Mission Statement #7). The student will also gain an appreciation for the art of dance and how it may be utilized to help build the kingdom of God (American Heritage Mission Statement #1) through classroom demonstration, practice, rehearsal, and teacher-guided discussion of dance history and rhythmic concepts. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participation in dance competitions involving other local schools; written exams; technique evaluations by teacher; self- and peer-assessments; written evaluations of an outside dance concert; participation in a ballroom showcase; research of videos, books, scriptures, and talks concerning how dance may help build the kingdom of God; recording findings in a notebook; and creating a ten minute presentation. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to remember dance sequences, master different ballroom styles, and exude self-confidence while performing. To support your student, please consider reviewing individual steps, step names, and the performance dances learned each day. You may also want to obtain copies of our music for practice at home. Copies may be obtained by contacting me.

**Course Type:**

**Course Title:** Biology 10

**Instructor:** Mrs. Logan, [klogan@ahsmail.com](mailto:klogan@ahsmail.com)

The major course topics that will be taught during this class are the following: definition of life, creation of life, purpose of life, different types of plants, animals, and other forms of life, their interactions and co-existence in the world. This will be taught through lecture, hands-on experiments and labs, assessments and student created reports and projects. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through a Science Fair project and creation of a student notebook, an experiment lab book, and word studies. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to create their Science Fair project and report. To support your student, please consider helping students dedicate approximately three hours per week to the study of Biology through assignments, reports, or study of the material.

**Course Type:**

**Course Title:** Chamber Singers, 9-11 grades

**Instructor:** Mr. Swenson, [rsvenson@ahsmail.com](mailto:rsvenson@ahsmail.com)

In this course, students will learn basic vocal technique, music literacy, and ensemble skills by singing in a small group. High school and college level repertoire will be rehearsed in daily class sessions. Students will present two scheduled concerts per year and will participate in other performance opportunities as they arise. The most reliable way for parents to receive specific information about course work, including topics and timing, is through the teacher's weekly email. For many students the most challenging part of class is to rise to demanding expectations during rehearsals. Students are expected to be attentive, engaged, and focused during the entire rehearsal. Students will need to do at-home practice assignments to learn their music. Parents may help their students by playing parts on the piano for them as they practice singing.

**Course Type:**

**Course Title:** Debate 1-2, 9-11 grades

**Instructor:** Ms. Scholl, [lscholl@ahsmail.com](mailto:lscholl@ahsmail.com)

In this course, students will learn public speaking skills, negotiation, and public forum debate through class discussions, speeches, debates, and in depth study of significant religious and historical speeches. First-hand experience is a critical element of this course. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through daily quizzes, which cover the previous day's material, word studies, speeches, and peer-evaluations. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher's weekly email. For many students, the most challenging part of class is to overcome the fear of public speaking! To support your student, please consider listening to your student practice their speeches at home, discussing the current debate topic, and reviewing the weekly email with your student.

**Course Type:**

**Course Title:** Drama 1-2, 9-11 grades

**Instructor:** Mrs. Perry, [jperry@ahsmail.com](mailto:jperry@ahsmail.com)

In this course, students will learn about putting techniques and procedures into practice during all phases of rehearsal and performance of the current theatrical production. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics

through memorization and commitment. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to memorize. To support your student, please consider reviewing memorized parts with your student as needed and making sure they attend class consistently.

**Course Type:**

**Course Title:** English 10

**Instructor:** Mr. Gentile, [ngentile@ahsmail.com](mailto:ngentile@ahsmail.com)

In this course, students will study the Restoration, and British Literature, focusing on the following time periods: Eighteenth-century, Romantic, Victorian, and twentieth-century. Students will also study advanced spelling, etymology, composition, prosody, grammar, and syntax through Foundation for American Christian Education (FACE) methodology (including the reading of classics by Milton, Austen, Dickens, Lewis, and Orwell), and the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through summaries of literature, essays, allegories, critical analyses, poetry, short stories, personal narratives, recitations, spelling and vocabulary tests, grammar and syntax assessments, oral and written exams, presentations, and multi-sensory reflection activities. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to learn to analyze classic poetry and prose. To support your student, please consider helping them use active reading strategies, such as taking margin notes, writing questions and comments in a reading journal, marking the text, and writing summaries.

**Course Type:**

**Course Title:** French 1-2, 9-11 grades

**Instructor:** Mr. Gentile, [ngentile@ahsmail.com](mailto:ngentile@ahsmail.com)

In this course, students will learn religious French (including how to pray and read scriptures in French); French history, literature, culture, and geography; and verbs, vocabulary, and grammar for the following topics: language basics, greetings and introductions, work and school, shopping, travel, past and future, friends and social life, and dining and vacation through the Foundation for American Christian Education methodology, the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints, individualized Rosetta Stone “dynamic immersion” software, and teacher-led, textbook-guided exercises. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through individualized Rosetta Stone “dynamic immersion” language assessments, compositions, oral and written exams, multi-sensory activities, posters, presentations, and class plays. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to complete individualized Rosetta Stone “dynamic immersion” activities at home. To support your student, please consider helping them memorize French verb conjugations and vocabulary and giving them opportunities to speak to you in only French (even if you do not understand French!).

**Course Type:**

**Course Title:** World History 10: 1600 to Present

**Instructor:** Mr. Gentile, [ngentile@ahsmail.com](mailto:ngentile@ahsmail.com)

In this course, students will learn the political, military, intellectual, religious, social, and cultural histories of the Glorious Revolution, the American Revolution, the French Revolution, the Industrial Revolution, New Imperialism, World War I, World War II, the Cold War, and globalization, as well as the rudiments of the historian's craft (including historiography, research, and writing), through Foundation for American Christian Education methodology (including the use of significant written, visual, and aural primary sources) and the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through summaries of primary sources, debates, research essays, oral and written exams, geographical mapping, presentations, multi-sensory reflection activities, and a portfolio project. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to learn to interpret primary sources. To support your student, please consider helping them use active reading strategies, such as taking margin notes, writing questions and comments in a reading journal, marking the text, and writing summaries.

**Course Type:**

**Course Title:** Boys Physical Education 9-11 grades

**Instructor:** Mr. Gentile, [ngentile@ahsmail.com](mailto:ngentile@ahsmail.com)

In this course, students will learn about their bodies as temples of God, maintaining a healthy lifestyle (including wellness topics such as stretching and exercise, healthy eating, harmful substances, first aid, family recreation, managing stress, healthy sleeping, understanding and preventing heart attacks and cancer, and the interconnectedness of body, mind, and spirit), and various world sports and games (including Ultimate Frisbee, soccer, football, volleyball, team handball, badminton, basketball, capture the flag, and baseball) through Foundation for American Christian Education methodology, the Standard Works and words of modern prophets and apostles of the Church of Jesus Christ of Latter-day Saints, the study and application of wellness topics, and the study and playing of sports and games. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through quizzes on wellness topics, quizzes on rules and skills needed to play various sports, and the tracking and evaluation of their results in the President's Challenge Health Test. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to implement what they learn about wellness topics. To support your student, please consider encouraging his implementation of a personal wellness program (i.e., ten minutes of stretching and thirty minutes of anaerobic or aerobic activity six days/week).

**Course Type:**

**Course Title:** Girls Physical Education, 9-11 grades

**Instructor:** Mrs. Jespersen, [tjespersen@ahsmail.com](mailto:tjespersen@ahsmail.com)

In this course, students will learn teamwork, sportsmanship, honesty, tolerance, flexibility, attitude, cooperation, self-discipline, and determination through a variety of sports and games, such as Ultimate Frisbee, soccer, flag football, dodge ball, volleyball, basketball, baseball, kickball, and capture the flag. We will stress the uniqueness, and value of each individual. In addition to being able to discuss their learning, students will demonstrate their understanding of

these topics through active participation in the scheduled sport, game, or activity. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to work consistently to achieve their individual Presidential Fitness goals and individual exercise/health goals. To support your student, please consider encouraging your daughter to be physically active thirty to sixty minutes each day, checking Edline for the scheduled weeks for Presidential Fitness testing, and asking your daughter about the results of her test, then encourage her to set and work toward a goal.

**Course Type:**

**Course Title:** Principles of Leadership 10

**Instructor:** Mr. Beckwith, [gbeckwith@ahsmail.com](mailto:gbeckwith@ahsmail.com)

The major theme of the Principles of Leadership and Personal Management Course will be “Creation” taken from the Book of Genesis and from the Pearl of Great Price, focusing on the topics of “Spiritual Creation” and “Physical Creation”. In addition, students will also do service and other field learning activities in context of subthemes taken from an address by President Spencer W. Kimball, entitled “Jesus: The Perfect Leader” focusing on the Christian leadership skills of “Understanding Others”, “Selfless Leadership”, “Responsibility”, “Accountability”, “Wise Use of Time”, “Secular Leadership”, and “Infinite Potential” (See “Jesus: The Perfect Leader”, Spencer W. Kimball, *Ensign*, Aug. 1979, 5). The primary methods of instruction will be selected readings and field learning activities, including visits to the Brigham Young University Office of Student Leadership, Honor Code Office, Marriott School of Management, J. Reuben Clark Law School, and others. In addition to being able to discuss these topics, students will demonstrate their understanding through a class community service-learning project and an individual final presentation that each student will create. The most reliable way for parents to receive specific information about course work, including topics and timing, is through Edline. For many students the most challenging part of class is the final presentation, which will require them to create a brief PowerPoint presentation distilling leadership and communication principles of their choice.

**Course Type:**

**Course Title:** Spanish 1, 9-11 grades

**Instructor:** Mr. Carman, [scarman@ahsmail.com](mailto:scarman@ahsmail.com)

In this course, students will learn the basic principles of speaking, reading, and writing Spanish through in-class grammatical, verbal, written, and vocabulary practice, as well as via the online Rosetta Stone Spanish language learning program. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through memorizations, worksheets, essays, and oral exams. The most reliable way to receive specific information about course work, including topics and timing, is the teacher’s weekly email. For many students, the most challenging part of class is to learn proper pronunciation and discipline them to verbally practice what they are being taught. To support your student, please consider making the computer available at home for their online assignments (at LDS.org and [ahs.RosettaStoneclassroom.com](http://ahs.RosettaStoneclassroom.com)) for twenty to thirty minutes a night.

**Course Type:**

**Course Title:** Spanish 2, 9-11 grades

**Instructor:** Mr. Haymond, [rhaymond@ahsmail.com](mailto:rhaymond@ahsmail.com)

In this course, students will learn Spanish grammar for confident communication through in-class readings; discussions; writing in Spanish; using Rosetta Stone Software in class and at home; and field trips to restaurants, language fairs, and a local Spanish branch. In addition to being able to discuss their learning, students will demonstrate their understanding through weekly progression through the Rosetta Stone Software, term projects, and practicing Spanish at home with a parent or neighbor. The most reliable way to receive specific information about course work, including topics and timing, is through the teacher's weekly email. For many students, the most challenging part of class is to read and speak the language on a consistent basis. To support your student, please consider learning the language with them, using Rosetta Stone at home.