



American Heritage School
FOUNDATIONS GUIDE
2019–20



A Message from the Administration

Dear American Heritage School Families and Employees,

Welcome aboard! You have chosen to be a part of a school that is rich in heritage, sacrifice, and stewardship. You play a vital role in helping to fulfill our mission and goals.

This booklet outlines essential elements that will help you become acquainted with our history, Mission Statement, Seven Principles of Personal and Civil Liberty, and applications for our teachers and parents at American Heritage School. It will assist you in learning not only about methods and procedures that we use at the school, but also about our culture and environment. More details regarding specific policies and procedures are outlined in the Employee and Parent Handbooks, which are available online.

As you go through the year, if you ever have any questions, please do not hesitate to contact administration:

- Charné Adams, Assistant Principal K-6 (cadams@ahsmail.com)
- Elizabeth Acuna, Assistant Principal 7-12 Math, Science, Language Arts, and History (eacuna@ahsmail.com)
- Blaine Hunsaker, Assistant Principal, Fine Arts and Athletics (bhunsaker@ahsmail.com)
- Grant Beckwith, Principal (gbeckwith@ahsmail.com)

You may also contact the front office at (801) 642-0055.

Again, congratulations on joining American Heritage School. We trust that you will find this to be a place of love, gentleness, academic excellence, and transformational learning for all. We look forward to a wonderful school year together!

Sincerely,



Grant Beckwith
Principal



Charné Adams
Assistant Principal, K-6



Elizabeth Jacob Acuña
Assistant Principal, 7-12



Blaine Hunsaker
Assistant Principal,
Fine Arts and Athletics

Table of Contents

Statement of Educational Philosophy	1
History of the School	3
Mission Statement	5
The Principle Approach	6
Seven Principles of Liberty	7
The Christian View of the Child	8
Education Philosophies Compared	9
The Choice in Teaching and Education	10
Implementing The Principle Approach	16
Unlocking Individual Potential	17
FACE	19
Growth Mindset vs Fixed Mindset	21
Student Discipline	22
Honor Code	23
The Star-Spangled Banner & Pledge	24
Employee Dress and Grooming Standards	26
General Responsibilities of Teachers	27
Scope and Sequence	29
School Hours & Attendance	34
4 R's	35
Notebooks	38
1828 Noah Webster Dictionary	39
Word Studies	41
Devotionals / Scripture & History Focus	46
Timeline in Teaching Providential History	47
Self-Government	51
Memorizations	53
Character Charts	54
Celebrations	55
Guided Reading	56
Teacher Resource Materials	57
School Maps	58
Uniform Policy	59



CHARACTER

Developing hearts centered in Christ, influenced by example and refined through experience.



SCHOLARSHIP

Inspiring minds through transformational teaching and learning in the light of the restored gospel.



LIBERTY

Choosing moral self-government as the foundation of thriving individuals, families and communities.



Statement of Educational Philosophy

The most powerful kind of education invites the Holy Ghost to illuminate all learning with the light of Christ, “which giveth life to all things” (D&C 88:11–13). Teaching and learning “by study and also by faith” (D&C 88:118) is a revelatory process that requires the teacher and student to apply themselves diligently to researching, reasoning, relating, and recording of things “both in heaven and in the earth” (D&C 88:78–79). Faith is not an excuse or substitute for poor research or reasoning, but can sustain the teacher and learner with the “substance of things hoped for, the evidence of things not seen” (Hebrews 11:1, Ether 12:6). Once the teacher and student have done the hard and careful work of the “4–R” process, the power of the Holy Ghost will illuminate “the truth of all things” (Moroni 10:5).

Most contemporary schools of thought conclude that education is comprised of a basic relationship between teachers, students, and content. (See Figure 1 below.)

We believe that the family, and especially parents, are an essential relationship in the teaching and learning process, and that the influence of the Holy Ghost and the Light of Christ are at the very core of all transformational learning in life, illuminating and magnifying the other essential relationships as the student comes to a clearer understanding of truth. (See Figure 2 below.)

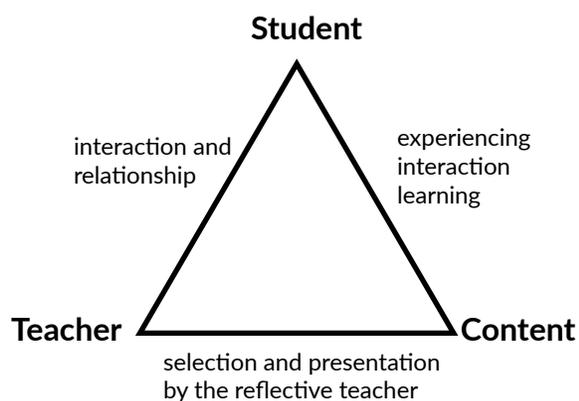


Figure 1. The didactic triangle model of education.

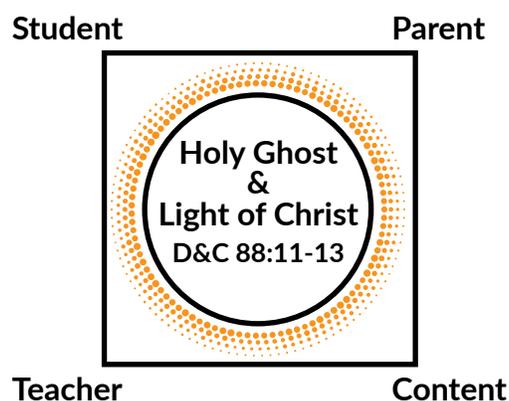
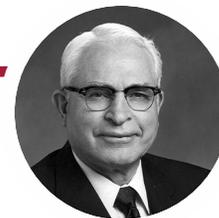


Figure 2. The AHS model of education. The square-encapsulated circle is also reflected in the design of the school, elements of which were taken from the design of the Mt. Timpanogos temple

Parents are their children’s primary teachers and role models. Teachers at American Heritage School are tasked with supporting parents in their (the parents’) divinely appointed roles as the first and most important teachers in their children’s life. Teachers are valued by students and parents not only for their expertise in substantive areas of content, but also for their desire and ability to help students and families “realize their divine potential” (AHS Mission Statement). Teachers are viewed as the “living textbooks” (FACE) as they support parents in helping students learn some of the most important and lessons in life, “that ye may be prepared in all things when I shall send you again to magnify the calling whereunto I have called you, and the mission with which I have commissioned you” (D&C 88:80).



American Heritage School is a non-profit organization founded and operated by those who have faith in God and his moral laws and who want education of children to be in complete harmony with these beliefs.

– Taken from the writings of H. Verlan Andersen, a founder of American Heritage School

Academic excellence along with responsible citizenship and character development are points of particular emphasis at American Heritage School. Much of our teaching is based upon a methodology developed by the Foundation for American Christian Education (FACE), which implements a principle approach to education. This principle-based approach provides perfect and natural opportunities for both academic and religious education in every subject and at every grade level.

In addition to exemplary curriculum in the traditional subject areas such as reading, mathematics, science, and history, students participate in choral music, visual arts, athletics, team sports, student government, service associations, and annual student productions that enrich the curriculum. Also, beautifully written and directed class devotionals are performed on a regular basis, providing for each child's poise and talents to be developed. Teachers at American Heritage School take a tutorial approach to education in order to meet each child at his/her threshold of learning.

Each of the three governing branches of the school—the Board of Trustees, the Administration, and the Parent Organization—have a separate stewardship that strengthens what the school offers to its students. The three organizations work together as a “council of three” to strengthen the solid tradition of excellence at American Heritage School.

From the writings of H. Verlan Andersen, a founder of American Heritage School Our philosophy of education includes the following:

1. The most vital knowledge a student can acquire is an awareness of who he is—that he is a child of our divine Father who loves him, watches over him and wants him to become as He is. Only with such understanding of his self-worth and unlimited potential can the student be properly motivated and aspire to the most worthwhile goals.
2. The crowning result of all teaching should be in motivating a student to want to become as his Heavenly Father, and instilling within him a desire to achieve those subsidiary goals which lead to this ultimate purpose.
3. The Ten Commandments and related teachings of the Christian religion are eternal moral laws which must be obeyed to achieve the goal we seek. A failure to observe such laws will bring certain misery and suffering both here and in the hereafter.
4. The Constitution of the United States is a divinely inspired document and only by adhering to its principles can men enjoy freedom under government.
5. Students should be taught to become proficient in communication skills and should learn all other subjects necessary for their development.
6. Students should believe they are receiving an “education for eternity” and not for this life only.
7. Parents have the primary responsibility for the education of their own children, and the school exists only to assist them in performing their duty.

American Heritage School is not sponsored by, endorsed by, or affiliated with The Church of Jesus Christ of Latter-day Saints (“the Church of Jesus Christ”) or any other denomination. Nevertheless, respect for all religions is taught. The school’s mission establishes and encourages an environment that is oriented toward the Church of Jesus Christ, where principles are taught in the light of the restored gospel, and where faith in Jesus Christ is felt and demonstrated by each child and adult at the School.



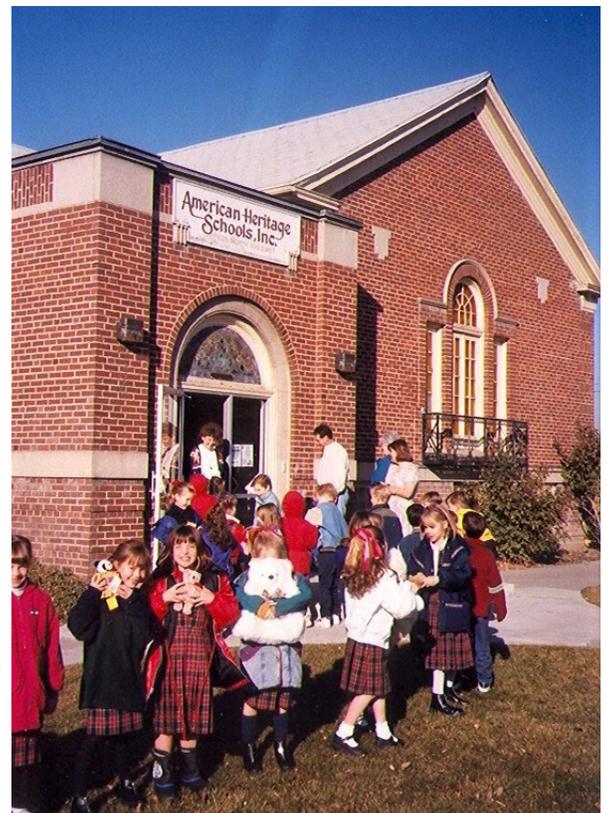
History of the School

Since its founding in 1970, American Heritage School has continued to flourish under the leadership of many fine administrators and teachers. The school moved to its new (current) campus in 2002 and presently enrolls approximately 900 students in grades K–12.

THE FOUNDING of American Heritage School

When the BYU Training School closed in 1968, Dr. H. Verlan Andersen met with a group of other BYU professors and parents with the intent of establishing a private school. They desired to have their children’s academic learning enhanced and enlightened by principles of morality, religion, liberty and patriotism. Some of the founders included Dr. Nephi Kezerian, Dr. Smith Broadbent, Dr. Eldred Johnson, Dr. Gary Beus, Alan Keith, Wayne Keith, Alan Palmer, Joe Ferguson, and many dedicated spouses such as Shirley Andersen and Velma Keith. In preparation for opening the school, Shirley Andersen, wife of H. Verlan Andersen, and other school founders spent many hours researching curricula and methodologies that were being used in school districts across Utah. Finding a building was also a priority—so Dr. Andersen conveyed to President Ezra Taft Benson the school founders’ interest in locating a building suitable for the school.

President Benson indicated that an old LDS church in Pleasant Grove was for sale and that Dr. Andersen would have to move quickly to get it. Others were interested in the building. Soon thereafter, Dr. Andersen and his wife met with the LDS church officials responsible for the disposition of the building. A contract was signed and the Andersens paid \$1,000 down on it. It took most of their savings—and they still had a mortgage to pay on the building—but they were elated to have successfully obtained a location for the school. They knew the Lord had blessed them. The building and property they acquired was the old Pleasant Grove Second Ward Chapel. It had been erected in 1930 and was used as an LDS chapel for almost 50 years. Prior to its construction, the land was occupied by the old Presbyterian Church and its parsonage, which was built in the late 1800s.



Teddy Bear Hug
American Heritage School

THE EARLY YEARS

of American Heritage School

Thus, the doors of American Heritage School were first opened on August 31, 1970, with an enrollment of 85 students. Alan Keith was the first principal. Shirley Andersen, Glenna Peterson, Mabel Barlow, Velma Keith, and Geneve Cornell were among the first teachers making major contributions to the success and stability of the school. The teachers and staff were paid only what was left after the other expenses of the school were paid, and the teachers understood that many times this would mean there would not be enough to meet payroll. But this was not a deterrent for the teachers and founders of American Heritage School. They came with the primary intent of enlightening the children's hearts and minds and they knew that great personal sacrifice would be required. There were times when teachers would give what little salary they received to those faculty and staff members that needed it more than they did.

A great deal of hard work and dedication went into those early years. At the time, the school had very little money for textbooks. One day, Mrs. Andersen's sister, who lived in Phoenix, Arizona, informed the school that there were numerous books and textbooks being thrown away and hauled to a dry riverbed not far from her home. The Andersens immediately obtained a trailer and made the trip all the way to Phoenix where they reclaimed the books. To their great delight, many of the books appeared to be new—and there were books for nearly every grade covering many subjects. Over the years, as books were gathered and donated, the school founders often felt that the older textbooks were better than the newer textbooks. Though the covers and spines may have been worn—the lessons from the older textbooks oftentimes retained much of the character and spirit that the school founders felt was being edited out of new and contemporary curricula. Through the years, this spirit of preserving our Christian heritage has endured in many ways at American Heritage School.



**8th-12th Grade Students
American Heritage School 1974-75**



AMERICAN HERITAGE SCHOOL

Mission Statement

American Heritage School assists parents worldwide in developing the hearts, minds, and bodies of students to realize their divine potential by:

1. BEING USEFUL IN THE HANDS OF THE LORD IN BUILDING THE KINGDOM OF GOD ON EARTH;
2. INCREASING FAITH IN AND KNOWLEDGE OF THE PLAN OF SALVATION;
3. DEVELOPING A LOVE, UNDERSTANDING AND APPRECIATION FOR AMERICA AND THE FOUNDING FATHERS;
4. DEVELOPING THE ACADEMIC KNOWLEDGE AND SKILLS NECESSARY TO BE ABLE TO MAKE SELF-EDUCATION A LIFE-LONG PURSUIT;
5. LEARNING TO REASON AND DISCERN BETWEEN RIGHT AND WRONG, TRUTH AND ERROR;
6. DEVELOPING CHARACTER AND SELF-GOVERNMENT OF MIND AND BODY; AND
7. CONDUCTING THEMSELVES IN ALL ASPECTS OF LIFE AS CHRISTIANS.

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



The Principle Approach



In personal notes made shortly before he passed away, Gaylord Swim, Chairman of the American Heritage School Board of Trustees from 1995 to 2005, made a case for the continued emphasis on the Principle Approach® at American Heritage School:

- ▶ It is inspired.
- ▶ It is compatible with the Restored Gospel.
- ▶ It is compatible with the principles of faith, sacrifice and patriotism.
- ▶ It develops character.
- ▶ It works on the mind and the heart of students and faculty.
- ▶ It sparks a love of learning.
- ▶ Is it the end-all-be-all? No. Therefore, we build upon it. We are strengthened by it but not limited by it.

- Gaylord Swim, former Chairman,
AHS Board of Trustees

It is probable that the “principle approach” is an age-old method of reasoning that cannot be registered solely to American Christian education and has existed since the beginning of time. In this sense, it has existed wherever men have struggled with truth, attempted to gain understanding, or labored to acquire wisdom. Certainly, it exists where theologians codify doctrine, where scientists research and reason, and where courts of law analyze cases. It exists everywhere men seek to reason from absolutes to life application and anywhere the humble act of genuine learning occurs.

“The Principle Approach” refers to the method of Biblical reasoning germane to American education which rested upon the Word of God and shaped thought directly following the Reformation. It describes the principles that formed our nation—the principles from which the Founding Fathers reasoned in forming their expression of education and government. (Taken from *The StoneBridge Standards: Essential Practices that Produce Principle Approach Results*, StoneBridge School, 2003.)



“Now the *Lord* is that Spirit: and where the *Spirit* of the Lord is, there is *liberty*.” -2 Corinthians 3:17

The Principle Approach® is a methodology that was developed by the Foundation for American Christian Education (FACE). Under the Principle Approach®, all knowledge studied is applied to true principles that highlight and underlie the knowledge. The school has adapted the Principle Approach® to align with our unique Christian perspective as Latter-day Saints. Modifications have included expanding the principles involved to include those taught by the Church of Jesus Christ of Latter-day Saints and the standard scriptural works used by the Church. These scriptural sources include the Bible, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price. We also view published writings of prophets and apostles of The Church of Jesus Christ of Latter-day Saints as scripture. Under the Principle Approach®, all knowledge is related to key principles that govern and inform our view of the world. In this manner, all learning is placed into context within God’s plan for His children on this earth.



Seven Principles of Personal and Civil Liberty

DIVINE IDENTITY AND PURPOSE

God is our loving Heavenly Father. He has endowed each of His children with the gifts of life, the freedom to choose, and a divine identity and purpose. Civil liberty is founded on the truth that these are inalienable, God-given rights.

LIBERTY THROUGH CHRISTIAN SELF-GOVERNMENT

God has given us the freedom to choose liberty and eternal life through Jesus Christ, or captivity and death. As we seek to obey the teachings of the Lord Jesus Christ, and receive His grace, we will experience liberty. Civil liberty can exist only when there is widespread adherence to moral law by self-governed individuals.

CHRISTLIKE CHARACTER

Jesus Christ is the standard of character and the model of all virtues. Through His Atonement, we can become like Him. America's heritage provides examples of men and women who were liberated by obedience to the teachings of Jesus Christ, and who sought freedom to develop and express Christian character. America became the seedbed of civil liberty because of inspired reliance upon Christian principles.

CONSCIENCE, THE MOST SACRED OF ALL PROPERTY

God has granted each of us stewardship over our individual souls, labor, and possessions. The most sacred stewardship God has given us is our conscience. We experience liberty as we follow our conscience, which is the light of Christ within us. In the civil realm, liberty depends upon protection of the rights of property, including the property of conscience.

THE FAMILY, RELIGION, AND CIVIL GOVERNMENT

Personal and civil liberty depend upon the protection and vitality of three realms: the family, religion and its expression, and civil government. Internal restraints within civil government, such as representation, separation of powers, and federalism, are necessary to temper the exercise of governmental power. These internal restraints protect individual accountability, the rights and responsibilities of families, and religion and its expression.

CULTIVATING SELF-GOVERNMENT IN OTHERS

Individuals who experience liberty through Christ seek to bless others with liberty. Christ's followers are obligated to cultivate and protect the right of self-government for all mankind. Civil liberty is best protected when the decision-making authority of government resides at the level that is closest to those affected by its decisions.

FULLNESS OF LIBERTY THROUGH UNITY WITH GOD AND MAN

The ultimate purpose of God's plan of happiness is to enable us to experience a fullness of liberty. This is possible only through unity with God, our families, and our fellowmen as we experience the atoning power of Jesus Christ. Uniting as self-governed individuals enables and strengthens civil and personal liberty, and magnifies the potential of all.



The Christian View of the Child

The Christian view of the child means seeing children as Christ saw them. Christ counseled Nephite parents to, “Behold [their] little ones” (3 Nephi 17). Michaelene P. Grassli, then general president of the LDS Primary, said, “When the Lord instructed the Nephites to behold their little ones, I believe he told them to give attention to their children, to contemplate them, to look beyond the present and see their eternal possibilities” (“Behold Your Little Ones,” LDS General Conference, Oct. 1992). In Book of Mormon lands, Christ interacted with and blessed many children one by one, as he had done in New Testament lands. He knows children are precious in the sight of God.

We have to see our children as more than just passive receptacles waiting to be filled with information. Rather, we should see them as active agents who can act for themselves and do not need to be commanded in all things.

From the Christian view of the child we don’t seek to have all children become Rhodes Scholars. We seek a fulfillment of their development and God-given purposes. We seek to give them the tools they need for the plan the Lord has for them. And then we seek to help them recognize their divine stewardship over all they have been given.



– Dr. Jenet Erickson, AHS Alumna
and Former AHS Trustee

DIVINE STEWARDSHIP

We encourage teachers and staff to use proper and dignifying descriptors for students. Please do not refer to them as “kids” or “guys” but rather as “children, students, gentlemen, ladies, scholars, young men, young women,” etc.

They can learn and become and fill their lives with the fullness of gospel light and knowledge. Our job is to facilitate that. Our job is not to offend the little ones, but to protect them from evil influences.

We should do as the Savior instructed and suffer the little ones to come unto us, “for of such is the kingdom of heaven.” We can become as little children as well if we will strive to be “submissive, meek, humble, patient, full of love, willing to submit to all things which the Lord seeth fit to inflict upon him, even as a child doth submit to his father” (Mosiah 3:19).



Education Philosophies Compared



	SECULAR PUBLIC EDUCATION	"MODERN" CHRISTIAN EDUCATION	PRINCIPLE APPROACH EDUCATION
AUTHORITY comes from ...	<ul style="list-style-type: none"> The civil government (Federal, state, and local) 	<ul style="list-style-type: none"> The Church 	<ul style="list-style-type: none"> The home, parents, and family
The source of the PHILOSOPHY of EDUCATION is ...	<ul style="list-style-type: none"> Horace Mann, John Dewey Socialistic principles 	<ul style="list-style-type: none"> Fundamental reaction to Dewey and progressive philosophies Evangelistic focus 	<ul style="list-style-type: none"> Historic American Christian educational philosophy (Pre-Dewey) Individual conscience Republican purpose, the character of Christ
The METHODS of teaching have these characteristics ...	<ul style="list-style-type: none"> External stimulation Behavioral modification Free expression Discovery learning Reduced curriculum with lowered expectations and vocabulary 	<ul style="list-style-type: none"> External control Discipline Content memorization and rote learning 	<ul style="list-style-type: none"> Inspiring consent of the student to learn Reflective thinking and reasoning from principles and leading ideas The Notebook Approach and daily writing Rich vocabulary of liberty Tutorial method applied through the principles of Individuality, Self-Government, Christian Character, and Conscience Internal inspiration of the mind and heart Student accountability for his own learning Teacher is "lively" notebook- subject comes alive
The CURRICULUM emphasizes ...	<ul style="list-style-type: none"> Familiarity with subject content received in blurs, blobs, and bits Memorizing and parrot-ing facts Multiculturalism Social studies, language arts Lowered expectations God removed; man and his achievements glorified 	<ul style="list-style-type: none"> Familiarity with subject content; cover the material to pass the test Worldview of the textbook writer Secular content "Christianized" with Scripture 	<ul style="list-style-type: none"> Mastery of the principles and ideas of subjects to form a unity of truth Teachers research and design their own courses Subjects valued and taught individually; their contributions to the Gospel are identified Classical literature, languages, and fine arts Standard is elevated because the standard is Christ God and His wondrous works glorified
The GOAL is ...	<ul style="list-style-type: none"> Socialization of student Functional literacy Democratic leveling 	<ul style="list-style-type: none"> Christianization of student Protection from public school influences Literacy 	<ul style="list-style-type: none"> "Furnishing each individual such aid as (education) can give to reach the fullest expression of his value in Christ." Biblical Christian worldview Christian scholarship and character for leadership/servanthood

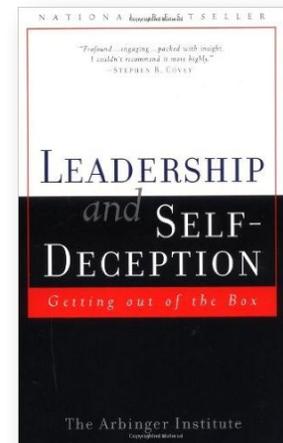
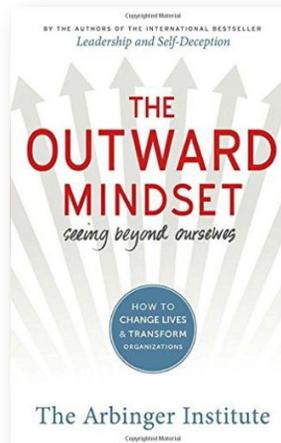
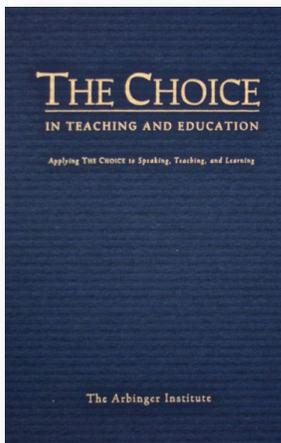
The Choice in Teaching and Education

based on the Arbinger Institute concepts from *The Choice*, *The Outward Mindset*, and *Leadership and Self-Deception*.

You may have asked these questions at one time or another:

- How can I motivate students who won't motivate themselves?
- What should I do when a student persists in disrupting the class?
- How can I deal with a student who seems motivated to resist or even hurt me?
- How do I help a student who only cares about grades?
- How do I help a student who is constantly late to class, or won't do their homework?

Perhaps the answer lies within the word **CHOICE!**



"Always remember that it is progress, not perfection, you should be looking for."

We have a choice regarding how we respond to various situations in education.

How do we respond to these questions?

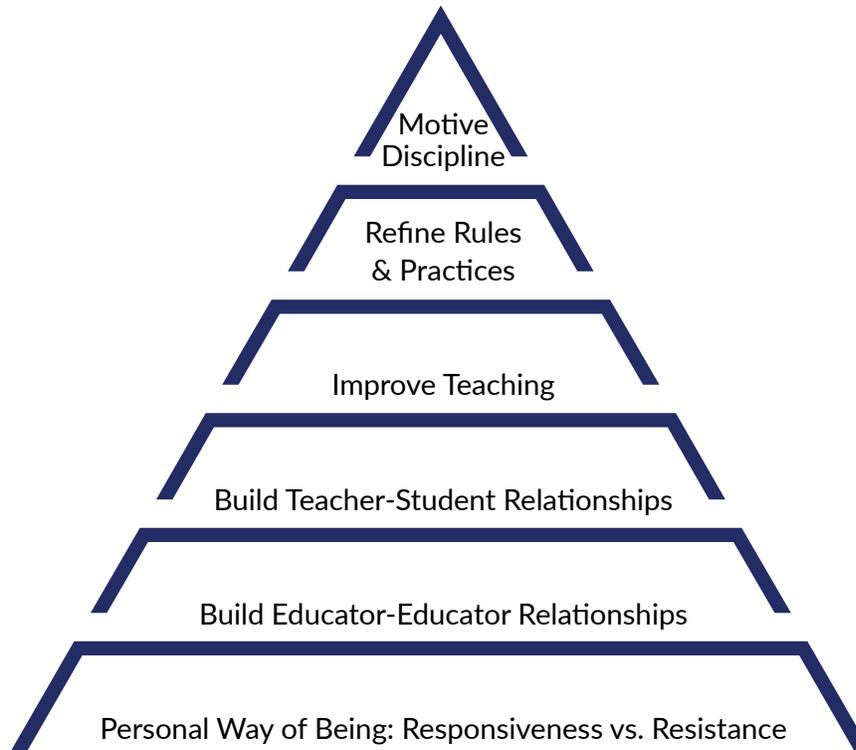
The answer to the question of what to do when things go wrong depends on a prior question—a question that often gets lost amid the challenges and heartaches of teaching . . .



What can I do to help things go right?

THE EDUCATION PYRAMID™

OBJECTIVE: INSPIRE LEARNING



The Pyramid Teaches Five Lessons

(Taken from *The Choice in Teaching and Education*, section 37)

First: Most time and effort should be spent in the lower levels of the pyramid. This reduces the need for motivation and discipline and also makes it possible to correct effectively when correction IS required.

Second: One's effectiveness at each level of the pyramid depends on one's effectiveness at the level below.

Third: The solution to a problem at one level of the pyramid always lies below that level of the pyramid.

Fourth: To help things go right, one's ongoing efforts should be from the bottom of the pyramid up. When things go wrong, problems are located by thinking from the top down.

Fifth: The effectiveness of any educational effort ultimately depends on the educator's personal way of being.

If I have a motivation or discipline problem, I should consider how I might refine my rules and improve my teaching. If my teaching is not helping, I should work to improve my relationships. If my relationships still suffer, then I need to focus anew on my way of being.

Trouble at the top of the pyramid suggests resistance at the bottom.

WHAT IS RESISTANT TEACHING?

- “I teach material first, and the people before me last, if at all.”
- “When I have failed to see them, my words ring untrue—or uninspired, or impenetrable, or dull.”
- “When it is objects I teach, I teach poorly indeed, no matter the brilliance of my words.”

WHAT IS RESPONSIVE TEACHING?

- “Most of my learning has been at the invitation of those who’ve been responsive.”
- “I know what it’s like to look into faces I love.”
- “I know what this does to the clarity and effectiveness of my teaching.”
- “I think more, work more, adjust more, feel more, when I teach people rather than material.”

"You teach who you are."

- Dillon Inouye, BYU Professor

FOUR PRINCIPLES

“Four principles of responsive teaching help to inspire learning and help me to see people as people.”

1. I AM NOT THE TEACHER. THE SPIRIT IS.
2. MY OBLIGATION IS TO LEARN.
3. I SEE GREATNESS.
4. I BUILD COMMUNITY.

PRINCIPLE 1: I AM NOT THE TEACHER. THE SPIRIT IS.

“My job is not to teach. It is to inspire learning.”

“The greatest teachers in my life have been those who have awakened me to these internal currents and rumblings – those who have brought me as it were to the water’s edge and inspired me to jump and be swept around the bend.”

Who inspired you to jump in? What was it that made them have this influence on you?



PRINCIPLE 2: MY OBLIGATION IS TO LEARN.

“Students learn best by watching others learn, not by watching others teach.”

“His speech is inviting because he doesn’t speak so much as listen—beforehand in the preparation of his thoughts and remarks, during his remarks in the way he responds to the crowd’s silently expressed needs, and afterward by his desire to consider the thoughts and comments of others.”

Application

- “There can be no learning without conversation with a person (or their thought or idea) and therefore no teaching as well.”
- What does this mean to you?
- “The master teacher creates a conversation for students to enter—a dialogue with great minds and their ideas—and then invites the students to join him by valuing their ponderings above his own.”



WHILE TEACHING (LEARNING):

- Use the eyes to observe excitement—or lack thereof—in students.
- Use the mouth to ask questions.
- Use the ears to hear agreement—or discomfort—with what I am teaching.
- Feel energy or lack of energy in students.
- Adjust accordingly.

“A master teacher teaches, yes. But he is effective because he remembers to learn.”

“Even when students are new to a subject, the master teacher teaches by learning. He knows that although his students likely can’t teach him calculus, they can, by offering themselves to be taught, offer him the opportunity (and, if he is lucky, the challenge) to learn calculus anew—to relearn it well enough that he can pass his excitement about it to others.”

“If we are poor learners our teaching will be ineffective.”

Relationships, relationships, relationships!

- ✓ Find out about students’ interests, friends, family, concerns, and hobbies.
- ✓ Make an occasional effort to attend student performances, games, dances, and other after-school events
- ✓ Comment to students in the hallway that they did a great job in the play, or at the game, or that they wore a beautiful dress to the dance. Those students will know you noticed them. They will **give you consent to connect with them.**
- ✓ Ask them about their field trips or how they enjoyed playing goalie at recess—this is another way you can connect with them.
- ✓ Essentially, you are always learning about your students.

PRINCIPLE 3: I SEE GREATNESS.

“Those I teach become as I see them.”

“The gifted student responds to my challenges and faith.”

“The challenging student responds to my frustration and fears.”

“The slower student slows to the pace I expect.”



God sees you not only as a mortal being on a small planet who lives for a brief season—He sees you as His child. He sees you as the being you are capable and designed to become. He wants you to know that you matter to Him.

God knows that some of the greatest souls who have ever lived are those who will never appear in the chronicles of history. They are the blessed, humble souls who emulate the Savior’s example and spend the days of their lives doing good.

DIETER F. UCHTDORF

Children and subjects are extensions of their author – our Heavenly Father. We must lay a foundation.

Teaching is, in essence, a relationship between the teacher and the student through a subject.

Consent. You must have the student's consent to learn before you can teach them. How do I gain consent?

- Listen: “Those who listen resist resistance in those who speak.”
- Emotionally relate: The teacher is one who seeks learning in the heart and in the mind. My words do not teach, but mingle with the words and thoughts of those who listen.
- The conversation within is where the learning happens.
- Observe the needs of the students: “Jesus related to each individual through His subject, SALVATION – by observing and satisfying the needs of those who came to Him.”
- Satisfy don’t gratify – Children need to be producing, not consuming. That is why interactive lessons where students are required to produce, instead of long lectures, are much more effective.

How do you truly see the students in **YOUR** class?

The Choice: “My task as one who would teach is to look for the river of greatness that flows within others. All such rivers do not flow in the same place. My hike to each of them may require new efforts and new paths. No matter. My role as a teacher is to walk beside each student in search of these waters within. As I do so, I will discover those I walk with. **And, in discovering them, I will discover greatness aplenty.**”

Application

- Honor and invite curiosity. Every sincere question is humility expressed. I should bow myself before each question, answer humbly, respectfully, reverently. I should be the most sincerely curious soul in the room.
- Give students choice in assignments, presentations, and homework.
- Expect greatness. It is rarely a favor to demand less of others than what they, in greatness, can do.

PRINCIPLE 4: I BUILD COMMUNITY.



“To be human is to be in community with others.”
What does this mean to you?

Relationships

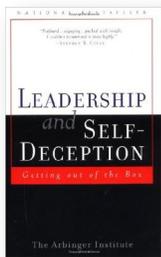
- Learning happens in relationships with others.
- The quality and quantity of learning is a function of the quality of the relationships in which the learning takes place.
- When people learn together, they feel uplifted, fulfilled, excited, inspired. This is education at its best—education as it should be.

Application

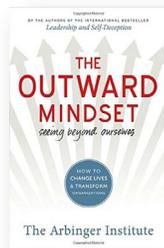
- Learn to give life to the voices of the past. Original sources help us engage directly with voices of the past.
- We remember little what our teachers said, but we never forget the influence of their way of being. The memory of how we felt in their presence remains.
- Behind every topic I now love there is a teacher who once loved me.

At American Heritage School

- Build community with families. We are partners.
- Communicate frequently with parents. Regular communication is essential to establishing relationships.
- Build community within the community.
- Ask for help.



- ✓ Get out of the box.
- ✓ Question my own virtue.



- ✓ See the needs of others.
- ✓ Adjust efforts to be more helpful.
- ✓ Stay accountable for your impact on others.



- ✓ Be responsive.
- ✓ I am not the teacher.
- ✓ My obligation is to learn.
- ✓ I see greatness.
- ✓ I build community.

Model Learning

The goal of teachers is to model learning for the student.
We help them:

♥ FEEL

♥ KNOW

♥ DO

♥ BECOME

Implementing The Principle Approach



DEFINE	Define the philosophy behind all subject areas. CHRIST is our first cause and all that we do revolves around Him.
TEACH	Teach the Seven Principles Teach the Methods Teach the PURPOSE Teach Vocabulary
RESEARCH	Identify Spiritual Principles in your subject
REASON	Identify how these principles are demonstrated within your subject
RELATE	Identify how these principles relate to the individual life of the learner
RECORD	Formative and summative assessment



Unlocking Individual Potential

Expect the Best

Teachers who have a vision for each of their students and believe they can achieve will get the best from those students. When teachers expect more of a child, the child will come to expect more of himself.

Set High Standards

In successful classrooms, teachers welcome a considerable amount of individuality, but they insist on certain core principles as well as high standards. Successful inspirers have a devotion to ideas and superior work. As James Russell Lowell put it, "Low aim, not failure, is criminal."

Use Role Models to Encourage Success

Great persuaders are good storytellers because they know that people are more easily influenced by individualized experiences than by principles. The way to impart strong values is to hold up real people who embody those values, just as our Heavenly Father has done in the scriptures.

Place a Premium on Collaboration

High esprit de corps, class spirit, and allegiance to one another reflect good leadership and encourage the best development of each child. Morale is the responsibility of the captain.

Study the Child's Needs

Praise and pep talks only go so far. We must ask questions about what our students think, feel, like, and dislike. Listening—real listening—builds trust and provides keys to unlocking an individual's potential. Time set aside for individual student goal setting is time wisely invested.

Recognize and Applaud Achievement

Catch your students doing something right! Your students want to be appreciated, and when you appreciate them, they will follow you a long way. As Samuel Johnson said, "The applause of a single human being is of great consequence."

Create an Environment Where Failure Is Not Fatal

Failure plus persistence equals success. Teach students to turn failure into a battle in the war that will bring final triumph. The ability to fail gracefully leads to lasting success—history is full of examples—because the ultimate weapon is character!

Appreciate the Power of Inspiration

Inspiration must be valued and sought above all else in the classroom.



INSPIRE, v.t. to breathe into; to infuse into the mind as to inspire with new life; to suggest ideas or monitions supernaturally; to communicate divine instruction to the mind.

INSPIRATION, n. The infusion of ideas into the mind by the Holy Spirit; the conveying into the minds of men, ideas, notices or monitions by extraordinary or supernatural influence; or the communication of the divine will to the understanding by suggestions or impressions on the mind, which leave no room to doubt the reality of their supernatural origin.

- American Dictionary of the English Language, Noah Webster 1828

Inspiration is the secret ingredient of masterful teaching, which lies at the very heart of learning! As an intrinsic force, inspiration enables internal changes in the mind, heart, or spirit of the individual. The Holy Spirit is the agent of Godly inspiration. Inspire literally means “breathing in.” Breathing in His fresh message enables spontaneous creativity, reflective thinking and reasoning, the linking of ideas, and the formulation of solutions.

Each of us can remember the teacher who made a subject come alive and inspired us to reach for more than we thought was possible. As teachers, we must never close the door of inspiration. It flows lavishly from the throne of God into our days and our lives by choice! Thus, in order to obtain the student’s consent to learn in the classroom, we must create an environment through inspiration that will draw each student to that place. As a teacher, have you learned to respectfully enter the doorway of your students’ spirits as they open up to you, stepping gently and elegantly into the ready places, sowing in season, quickly reaping the fruit, and leaving with a sensation of satisfied pleasure as you exit?

Inspiration must be valued and sought above all else in the classroom. Here are some steps for riding the crest of inspiration.

1. Set a standard for yourself to be an inspired teacher, setting loose a flood of inspiration in your classroom, regardless of whether the more mundane tasks are accomplished.
2. Cultivate an awareness and sense of wonder about everything—both internally and externally.
3. Spend time daily with Heavenly Father in reflective solitude—alone and quiet!
4. Love learning, and LOVE TO LEARN! Keep your classroom material fresh and updated.
5. Refresh your mind with scripture, poetry, or fine music daily; live in the classics by daily feeding your mind with excellent language, images, and ideals.
6. Develop an awareness and appreciation of new ideas, beauty, and creativity. Surround yourself with others who do the same.
7. Develop a dramatic flair necessary to transport inspiration to your students. Let go and relax! Enjoy yourself and your students!
8. Search out methods or habits that might smother the flow of inspiration, and root them out.
9. Embrace humanness. It’s good to be human, and it’s okay to make mistakes.
10. Replace the narrow and barren negative words with the all-reaching, all-seeing positive words. Join forces with TRUTH!
11. Get consent for rote drill work by having a story, poem, or song tucked up your sleeve with which to coax the consenting along.

- From *The StoneBridge Standards 2003*



What is FACE (Foundation for American Christian Education)?

The Foundation for American Christian Education (“FACE”) is a Christian, non-denominational, non-profit organization based in Virginia that shares a tremendous amount in common with American Heritage School. Beginning in the 1980’s when members of our Board of Trustees and Curriculum Committee became familiar with FACE founders Verna Hall, Rosalie Slater, and Carole Adams, it was clear to all that we had a surprisingly common view of education and its role in “restoring the heart and mind of a nation.”

Over a decade ago, American Heritage School adopted the FACE “Principle Approach®” as the primary *methodology* for instruction at American Heritage School. Of course, American Heritage School is a school oriented toward the Church of Jesus Christ of Latter-day Saints, and as such, our mission, philosophy, curriculum, and lesson content, are all based upon Restored Gospel principles. Principle Approach® methodologies such as “The 4-R Method”, “The Word Study Method”, “The Notebook Method”, and other Principle Approach® techniques, are powerful tools for educators focused on changing hearts, and they are therefore uniquely suited to assist us in the *delivery* of our Christ-centered and Restored-Gospel-focused mission, philosophy, curriculum and lesson content.

Importantly, these methods are not new—in fact they are very old—and have been commonly used in the cause of Christian education for centuries, including by the American Founders and many ancient and modern prophets for the education of their children as well as for their own self-education.



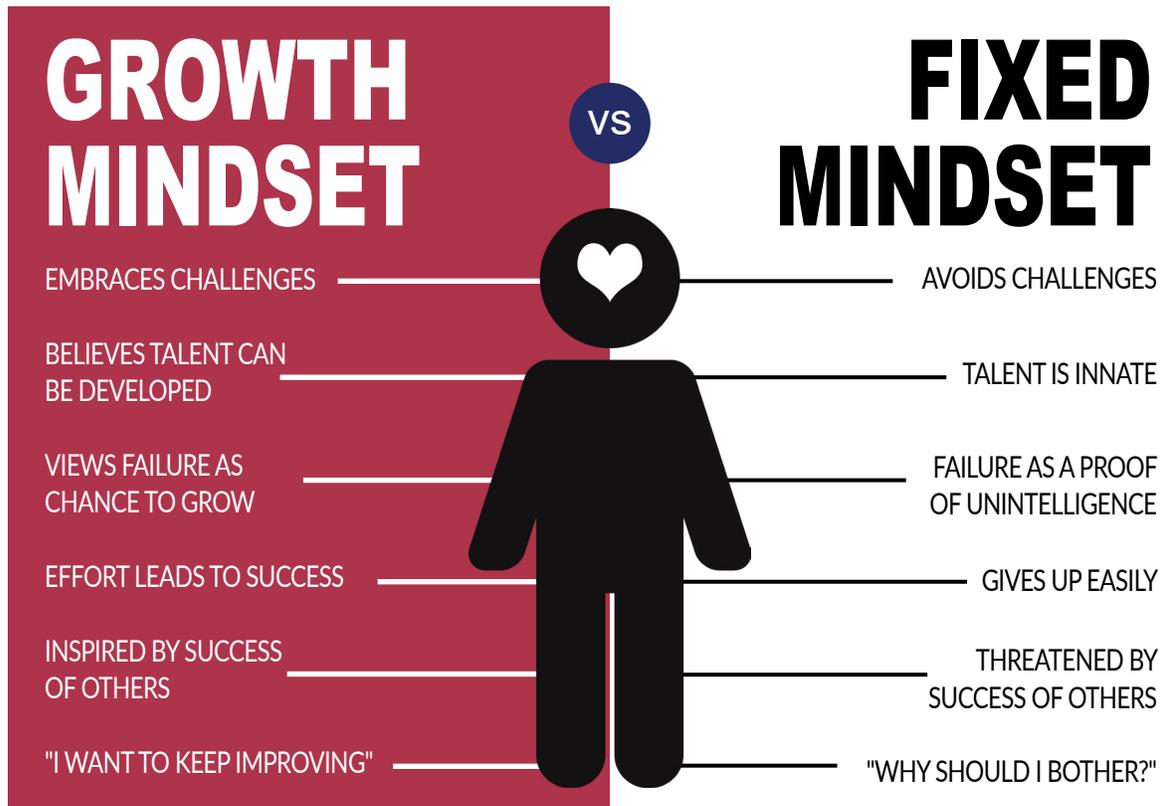
With this in mind, as you read FACE publications instructing in the “Principle Approach®,” please note the following:

- In most cases when you see the word “Bible” or “Biblical”—think in your mind “scriptures” or “scriptural.” American Heritage School’s use of the Bible as well as other scriptures does not diminish the value of what wonderful fellow Christians (including the Founding Fathers) have been able to accomplish with the Bible.
- The *Noah Plan: Self-Directed Study in the Principle Approach®* (“the *Self-Directed Study*”) is an excellent and succinct introduction to the Principle Approach®. Written as a “seminar” manual, it contains references to various other FACE publications, such as *The Christian History of the Constitution of the United States of America*, and *Teaching and Learning America’s Christian History*, among others. These are all excellent publications that are also used by American Heritage School as teacher references.
- FACE also operates a school in Chesapeake, Virginia: the “StoneBridge School” or the “StoneBridge FACE Demonstration School.” Multiple AHS administrators, board members, and faculty have visited StoneBridge through the years. We have been grateful for many good ideas that we have gleaned through the years from StoneBridge and from other excellent schools like it. American Heritage School has adopted some, but not all, of the recommended curriculum scope and sequence used by FACE and the StoneBridge School.



Growth Mindset vs Fixed Mindset

"In a *growth mindset*, people believe that their most basic abilities can be developed through education and hard work - brains and talent are **just the starting point**. This view creates a love of learning and resilience that is essential for great accomplishment." - Carol Dweck



How Can We Teach Growth Mindset?

- Praise effort not ability (no S words - stupid, smart)
- Ability: "You are so smart" VERSUS Effort: "You really tried!", "You worked so hard!" "I am proud of your effort on this."
- Teach students that their skills are malleable. They can increase their ability in any area.
- Don't rush things. "Don't worry- you'll get there. **You're just not there yet.**"
- Focus on the process: Focus on what students can control - their effort, courage, work ethic, diligence. "*I stink at math...*" - **Response:** "**You haven't got it yet**, but you will. Let's take a look at what worked and what didn't work with how you solved the problem." "*I am not a good writer...*" **Response:** "**You are a writer-in-training.** It takes practice to be great, so let's practice."
- Create a safe environment. Failure is not bad, in fact, we can even celebrate it!
- "When we give our best effort, there is no failure, just disappointment." (Coach John Wooden)

"There is no innovation and creativity without failure. Period."

- Brené Brown

Student Discipline (See also Self Government, p. 51)

Establish relationships of high love and high expectation with consistent boundaries, but make sure that students feel safe to respectfully challenge you as the teacher and inquire about the boundaries. Explore their challenge with curiosity and appreciation. Let them know that you are grateful that they had the courage to express a different opinion. This is the essence of free, open, and faithful inquiry. Avoid dismissing a different opinion.

When a student expresses a different opinion from the class or the teacher they are at their MOST VULNERABLE and, if you validate them, their MOST TEACHABLE place.

"There are times when you ask questions or challenge ideas, but if you've got a teacher that doesn't like that or the other students in the class make fun of people who do that, it's bad. I think that most of us learn that it's best to just keep your head down, your mouth shut, and your grades high."

- (Middle School student quoted by Brené Brown in *Daring Greatly*)

Avoid SHAMING a student

- Shame is the intensely painful belief that there is something about us that makes us unworthy of love and belonging. Instead of saying, "I did something bad," (guilt) shame says, "I AM bad."
- In grade school (through 5th grade approximately) shame is experienced as trauma because you are dependent on others for food, clothing, and your survival.
- Shame is the threat of being unlovable.
- Shame prevents learning.

Do we shame students without realizing it?

Less Effective <small>(Potentially Shaming)</small>	More Effective
A teacher has students pull a red card when they misbehave.	Make efforts to preserve student dignity by doing one-on-one coaching or conferencing. Practice private conversations instead of public discipline.
A teacher writes names on the board of those students who are misbehaving.	Correct a student kindly and consistently. Note the correction and deduct from the self government grade. If needed, pull them aside after class and let them know that they received reduced points for class participation today.
A student publicly disagrees with a classroom policy or an opinion the teacher has shared in class. The teacher corrects them and points out their error publicly.	If possible, try to find areas of agreement with the student. Empathize. If needed, privately address the student's disagreement with policy.
A teacher routinely has students grade one another's papers or shares grades aloud in class.	Always keep grade information private. Create a classroom culture that celebrates growth rather than traditionally good grades.
A teacher speaks and conducts class in a way that signals clear favorites among students.	Make an effort to highlight positive aspects of all students – things they do well, areas of growth, etc.





Honor Code

“Master, which is the great commandment in the law? Jesus said unto him, Thou shalt *love the Lord* thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt *love thy neighbor* as thyself.”
(*Matthew 22:36–39*)

The two great commandments to love the Lord and to love our neighbors are the two most important principles that we learn at American Heritage School. Students and employees are expected to live according to the standards and commitments set forth in the honor code and to keep these standards and commitments on campus and off campus “at all times ... and in all places” (Mosiah 18:9). Students and employees who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except for church attendance.

As is stated in the school’s mission statement: “All teachers, staff, administrators, and trustees shall strive to be living examples of the values, principles, and skills taught at the school.”

The school’s honor code incorporates the principles and guidelines found in the Church publications, “For the Strength of Youth” and “My Gospel Standards.” Employees also commit themselves to the standards set forth by The Church of Jesus Christ of Latter-day Saints in its publication, “**The Family: A Proclamation to the World.**”

As indicated in the school’s mission statement, faculty, staff and students are expected to “conduct themselves in all aspects of life as Christians.” Thus, the school’s honor code is expected to be kept on and off campus. With limited exceptions (such as certain uniform policy and dress code requirements that apply only while at school), any personal activity or behavior away from school that contradicts the principles, policies and mission statement of the school may constitute grounds for dismissal from the school.

The Star-Spangled Banner & Pledge



1. Oh say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thru the night that our flag was still there.
Oh say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

3. Oh, thus be it ever, when free men shall stand
Between their loved homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

HOW TO LEAD THE PLEDGE OF ALLEGIANCE

In honor of one nation under God, please stand. Please join me in the Pledge of Allegiance.
"I pledge allegiance...."

or

In honor of God and country, please join me in the Pledge of Allegiance. "I pledge
allegiance...."



Employee Dress and Grooming Standards

General Principles

The dress and grooming of employees should always be modest, neat, clean, and consistent with the dignity inherent in representing American Heritage School. Modesty and cleanliness are important values that reflect personal dignity, integrity, and the principles and standards of American Heritage School.

Employees as Role Models

AHS employees commit themselves to observe the dress and grooming standards provided by the school's Board of Trustees as set forth in detail in the Employee Handbook. As role models for students, employees also commit themselves to the standards set forth by The Church of Jesus Christ of Latter-day Saints in its publication, "For the Strength of Youth."



Men: Clothing. A clean and well-cared-for appearance should be maintained. Sleeveless, revealing, and/or form-fitting clothing is inappropriate. On regular school days, men should wear slacks with polo shirts or button-down dress shirts. Shoes should be worn in all public campus areas. Athletic pants, sweatpants, and appropriately modest shorts are permitted for P.E. teachers, coaches, and for employees participating in athletic events.

Men: Dress Days. On school dress days (special events and every Friday other than inservice Fridays), all dress code standards apply, plus men are required to wear either navy or khaki slacks, white button-down dress shirt, and a solid red or solid navy tie. For the following special events, a navy suit and solid red tie will be required.

1. First Day of School
2. Faculty Picture Day
3. All-School (all-faculty) Christmas Sing
4. Patriotic Program
5. Other special events for which uniformity is appropriate (administration discretion).

Men: Grooming. Hairstyles should be clean and neat, trimmed above the collar and trimmed to leave the ear uncovered. Styles should be conservative and colors should be natural. Facial hair, if worn, should be conservative in style, relatively short, and neatly trimmed. No soul patches or goatees, please. Sideburns should not extend below the earlobe or onto the cheek. Earrings and other body piercing are not acceptable. Hats should not typically be worn indoors (exceptions may be made with approval of administration for custodial, security, or other faculty/staff who may have functional needs requiring hats).

Women: Grooming. A clean and well-cared-for appearance should be maintained. Hairstyles should be clean and neat; extremes in styles and colors should be avoided. More than one piercing per ear and all other body piercings are not acceptable.

Women: Fabrics. Denim should be conservative and solid in color; types of denim that are inappropriate include distressed, broken twill, blasting, dirty wash, destroyed, or double-dye. Sheer fabrics are inappropriate.

Women: Blouses and Tops. Blouses and tops are inappropriate if they are sleeveless, strapless, backless, form-fitting, or revealing (including sheer). Necklines should be high enough to cover undergarments and should be modest not only when in a standing posture, but also when bending over (for example, to pick an item up off the floor or to assist students). Sleeves may be either long or short. With exception of the approved uniform sweatshirt ordered

through the school's uniform supplier, all T-shirts, sweatshirts, and hooded sweatshirts/sweaters are inappropriate. Midriff-cut sweaters are inappropriate. Avoid oversized, bulky, or tight-fitting sweaters.

Women: Dresses, Skirts, Nylon Hosiery. Dresses and skirts may not be form-fitting or have slits above the knee. Skirt length should extend to at least the upper-mid-calf. Nylon hosiery is not required.

Women: Pants and Shorts. Pants are allowed only for the Kodaly instructors in the Music Department, and also in the Drama department, as necessary and appropriate for curriculum and activities (no denim please; dresses or skirts are required for devotionals and other performances not requiring pants). Athletic pants, sweatpants, capris, and appropriately modest shorts are permitted for P.E. teachers, coaches and for employees participating in athletic events.

Women: Footwear. Shoes should be worn in all public campus areas and at all times when students are present. Shoes should be practical but still dressy. Flip-flops are not allowed. Nice, dress sandals may be worn, but must have a strap around the heel and no strappings between the toes. Avoid bulky footwear unless it is required for winter wear. Avoid sporty footwear unless it is required for athletic or medical purposes.

Women: Dress Days. On school dress days (special events and every Friday other than in-service Fridays), all dress code standards apply. Additionally, women are required to wear navy or khaki skirts, white shirts/blouses, and a red or navy sweater, or red or navy blazer/suit jacket (red is defined as the red found in the Dennis uniform sweater). If worn, the blazer must be a dark, solid navy or solid red, long-sleeved blazer, or solid navy or solid red dress suit jacket (no patterns or pinstripes please). An approved American Heritage School jumper and white shirt/blouse is also allowed. The above items may be purchased from the supplier of each individual faculty member's choice to fit unique comfort and style preferences. Upon request by the employee, the School will reimburse 50% of the cost of the Dennis Uniform sweater. For the following events (which may or may not fall on a Dress Friday), a Dennis Uniform red sweater or a Lands' End Drifter Red Cardigan and a navy skirt will be required for women:

1. First Day of School
2. Faculty Picture Day
3. All-School (all-faculty) Christmas Sing
4. Patriotic Program
5. Other special events for which uniformity is appropriate (administration discretion).



General Responsibilities of Teachers

The general responsibilities of teachers at American Heritage School include the following:

- a) Promote a Christ-centered atmosphere by serving as a personal example of integrity, rigorous effort, intellectual vigor, and human sensitivity.
- b) Strive to implement the school's mission statement.
- c) Pursue continual professional development in scholarship and in teaching effectiveness. Never stop learning new things about your career and your curriculum! Consider completing the Master Teacher Development Program, which is strongly recommended.
- d) Create a classroom atmosphere of trust, enthusiasm for learning, and respect for other people's needs and beliefs.
- e) Commit yourself to total, professional support of American Heritage School's culture, methods, and routines.
- f) Strive to support—both in letter and spirit—the policies of the school. If you do not agree with a school policy, or would like an exception, please speak with the administration. Please do not openly contradict school policies in front of students, parents, and other faculty members. If you feel that a policy needs improvement, strive to express criticism of the policy the way James Madison advised, in a spirit of “loving criticism” and without personal animosity for those who are supportive of the policy with which you may presently disagree. Remember, we are all on the same team!

g) Participate in earnest with the school's program for evaluation and self-evaluation. Take personal goals seriously and strive to meet them.

h) Faithfully carry out recess, lunch, and other duties. The administration will be as sensible as possible to the need to distribute assignments equally; however, a perfect distribution is extremely difficult to achieve. When called on, please be as flexible as possible with assignments to supervise students.



i) Communicate weekly with parents. Teachers of grades K–6 should communicate with parents in a weekly letter, e-mail or website posting that outlines class studies, spelling words, any extra assignments, and teaching goals. Teachers of grades 7–12 should communicate with parents in at least a monthly letter, e-mail or website posting. (Bi-weekly or even weekly parent communications are still encouraged if possible.) Communication should be informative and, most importantly, inspirational, upbeat, and positive. Communication should give parents a renewed sense of interest in the curriculum (e.g., something they might want to discuss at the dinner table) and gratitude for the experiences the students are having in class.

j) Update student progress weekly on Veracross so parents will have up-to-date information regarding their child's progress. If there are missing assignments or academic concerns, communication with parents and students is vital. A phone call to parents is the best option; however, an e-mail or a written report is also acceptable. In grades 4–12, grades must be updated in Veracross each Monday morning by 10 a.m. when the administration will review grades for purposes of the weekly academic probation report (grades 7–12) and for purposes of intervention conversations with students and parents (grades 4–12).

k) Invite peer review of written communication. Although it is not practical to expect that all written communication be presented to an administrator before distribution to parents, it is an excellent practice to have another person review important letters, e-mails, or website postings for parents, particularly when sending to large audiences such as all the parents in your class.

l) Conceive, plan, organize, and rehearse special student programs.

m) Create, maintain, and improve on units and lesson plans on an on-going basis.

n) Assist the administrators in any other duties that are assigned



Scope and Sequence

Much of our teaching is based upon a methodology developed by the Foundation for American Christian Education (FACE), which implements a principle approach to education.

This principle-based approach provides perfect and natural opportunities for both academic and religious education in every subject and at every grade level.

Our scope and sequence can be found online at american-heritage.org

SCOPE & SEQUENCE

Scope and sequence typically refers to a progression of courses or subjects covering a range of years.



AMERICAN HERITAGE SCHOOL Scope and Sequence Curriculum Progression

4TH GRADE					
DEVOTIONAL	LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	SAXON MATH 54
<ul style="list-style-type: none"> The Book of Mormon Door Entrance Virtues- Courage, Charity, Wisdom, Industry, Self-government, Virtue, Humility AHS Principle of Liberty 'Fullness of Liberty in Union with God and Man' 	<ul style="list-style-type: none"> Greek and Latin root words Spelling- Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Grammar- Analyzing sentences through parts of speech and sentence types Composition- poetry, key word outlines, reports, narratives Vocabulary development 	<ul style="list-style-type: none"> Proverbs, from the Bible <i>A Child's Story of the Prophet Brigham Young</i>, by Deta Petersen Neeley and Nathan Glen Neeley Poetry of Longfellow <i>Johnny Tremain</i>, Esther Forbes <i>The Secret Garden</i>, Frances Hodgson Burnett Introduction to the life and times of William Shakespeare 	<ul style="list-style-type: none"> Political and physical geography of Utah, India, Australia, South and Central America 	<ul style="list-style-type: none"> Colonial America 1607-1775 French and Indian War Causes of the Revolutionary War Lewis & Clark Mountain Men Traders in Utah Coming of the Mormons/ Pioneer life Utah Indians 	<ul style="list-style-type: none"> Division word problems with remainders, exponents, area and perimeter, multiplying two two-digit numbers, mixed numbers and improper fractions, fraction of a group, equal groups, metric and US units
5TH GRADE					
DEVOTIONAL	LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	SAXON MATH 65
<ul style="list-style-type: none"> Life of the prophet, Joseph Smith Doctrine and Covenants AHS Principle of Liberty- 'Cultivating self-government in others' 	<ul style="list-style-type: none"> Greek and Latin root words Spelling- Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Grammar- analyzing sentences through parts of speech and sentence types Composition- stylistic writing techniques, five paragraph essays, research reports, book reports 	<ul style="list-style-type: none"> Poetry by Robert Frost, Henry Wadsworth Longfellow <i>The Book of Ruth</i>, from the Bible <i>Carry On, Mr. Bowditch</i>, by Jean Lee Latham <i>Little Women</i>, by Louisa May Alcott <i>Abraham Lincoln</i>, by Wilbur Gurdy Introduction to the life and times of William Shakespeare 	<ul style="list-style-type: none"> Political and physical geography of the United States 	<ul style="list-style-type: none"> War of Independence Constitution and Founding of the American Government Westward Expansion American Civil War 	<ul style="list-style-type: none"> Adding, subtracting, multiplying and dividing fractions Reducing and simplifying fractions Adding, subtracting, multiplying, and dividing decimal numbers Multiplying two- and three-digit numbers Dividing by two digits
6TH GRADE					
DEVOTIONAL	LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	SAXON MATH 76
<ul style="list-style-type: none"> The Seven Principles of Christian Liberty Old Testament Words of the Living Prophet The Living Christ 	<ul style="list-style-type: none"> Greek and Latin root words Spelling- Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Grammar- analyzing sentences through parts of speech and sentence types Composition- persuasive essay, cause-effect, poetry, expository paragraphs, 5-7 paragraph essays Vocabulary development 	<ul style="list-style-type: none"> <i>The Bronze Bow</i>, by Elizabeth George Speare <i>Children's Homer</i>, by Paddrac Column <i>Men of Iron</i>, by Howard Pyle 	<ul style="list-style-type: none"> Political and physical geography of the Middle East, Asia, Europe, and 	<ul style="list-style-type: none"> Creation to the Middle Ages Dispensations of Adam, Enoch, Noah, Abraham, Moses, Christ and the Apostles Civilizations including Mesopotamia (Egypt, Assyria, Babylon, Israel, and Persia), Greece, Rome, and England The Apostasy The Middle Ages 	<ul style="list-style-type: none"> Fractions, decimals, percent, exponents, square roots, circumference, prime factorization, order of operation, volume Geometry: Coordinate planes, classification of solids and polygons, area and perimeter of irregular polygons

LEARNING OBJECTIVES (Grades 7–12)

Here is an example of how teachers build specific learning objectives into their lesson planning.

Ancient Greece

Learning Objective: Students will grow to understand the contribution of ancient Greece as it pertains to government, math, science, philosophy, and drama. Students are broken into five polis groups and compete through a series of interactive challenges to earn drachme (ancient Greek currency).

Teaching Methods and Process:

Research:

- Students work in polis groups to understand their ancient city state and present that information to the class in a blended oral/written presentation
- Students will research the power of assembly and how ekklesia (ancient Greek assembly) functioned in the 5th century BCE Athens by choosing topics of discussion, writing and proposing laws, and participating in a reenactment
- Students will read and analyze classic Greek myths and prepare skits of same
- Students will further research original source documents from the trial of Socrates and prepare to participate in a full reenactment
- Students will research and practice the Socratic method

Reason:

- Students will examine the Socratic method and how it pertains to modern day education models
- Students will evaluate the various forms of government
- Students will analyze and interpret primary source documents
- Working in groups, students will conduct experiments and studies on Greek contributions to math and science in an effort to realize how we utilize them today
- main and supporting ideas, conflicting information, point of view or bias.

Relate:

- Through the reenactment of the ekklesia (ancient Greek assembly), students will be able to better understand the role of the individual in government
- Students will synthesize their learning by discussing various elements and working as a polis group
- Through the reenactment of the trial of Socrates, students will better understand the limits of government and how strong individuals have threatened governments throughout history

Record:

- For each reenactment noted, students will record their positions on law and government. They will be required to research law, write proposals, debate and question others in the trial and assembly

Heart and Mind Assessment

- For Students' participation in both the trial of Socrates and the ekklesia assembly will include an assessment of understanding. Students will be required to identify and describe the various events of each reenactment. They will glean deeper understanding of how ancient Greece has roots in our modern government and education systems.
- A unit exam will be given

Teachers and Teacher Mentors can show you these documents for each grade level.

LEARNING OBJECTIVES – Detail Delineation/Round 2

Here is an example of practices, materials and resources used to teach learning objectives in each unit.

English 9

Beowulf by Seamus Heaney

- Old/Middle/New English
 - Station Rotation Activity – each year, look up current videos (under 1 minute) that showcase each one: Old English, Middle English, New English to go with this station rotation activity
 - Students receive an assignment to attempt to write a couple of lines in each.
 - All activities for this are centered around The Lord's Prayer from the scriptures
- Invictus! By William Ernest Henley
 - Memorize poem during this unit
 - Explain history of the poem
 - Line discussion on the character trait of courage – definition/**word study** work
- Kennings
 - We discuss kennings as a literary device
 - Students compose ten “modern day kennings”
 - Students find and identify five kennings in Beowulf
- The Hero's Journey
 - PPT – on my laptop
 - Students map out the hero's journey in Beowulf
 - Vocabulary list reflects terms w/in the hero's journey
 - We **relate** by referencing Christ quite a bit in this unit, helping students to see how this classic story form (the hero's journey) has divine origins.
 - Review the passages of scripture where Christ fasts and Satan appears
 - Find Christian symbols as we move through Beowulf

Students also **relate** by choosing common stories from our current day (Star Wars/Disney movies, etc) and map out the hero's journey in their choice
- Slay Your Dragons
 - We discuss the dragon at the end of Beowulf – how we symbolically all have dragons to slay.
 - Students **compose/record** a poem using kennings and centered around a “personal dragon”
 - It is important to reference and **research** the atonement as part of this discussion to offer hope and direction to students as they consider their personal trials/dragons
- Good v. Evil discussion
 - We discuss and **research** the eternal battle between good v. evil/light v. dark
 - We hold a round robin discussion about the evils in our world today and how we can avoid them (**reason and relate**)
 - Students **record** their thoughts on an iceberg diagram about evil with “what we see” (mostly actions) at the top and “what causes evil actions that we do not always see” (mostly family/social/economic factors that influence actions) under the water of the iceberg
- Approved passages of Grendel by John Gardner also read in class
 - Students **research** and learn about lenses and perspectives in literature
 - Hold a **relate** discussion about “Is Grendel's story worth considering? Do we care WHY evil is evil? Why should we care, as a society?”
- Students complete a timeline of the novel events using popsicle sticks
 - They then have a corresponding game where they are placed in groups, the sticks are mixed up, and they are timed to see which group puts the sticks in the correct order
- Final Activity: Beowulf Break Out Box
 - In my H drive – students complete a Break Out Box activity on the novel with a candy reward (**record** elements included in this work)



English 9 (Learning Objectives Continued)

The Epic of Gilgamesh – Student Edition

- Note: we utilize an edited, student edition of this ancient text. Copy available in room 404/also on Hilmo H drive
- Read all text in class
- Students act out various scenes to help with comprehension (Enkidu blocking Gilgamesh at the bride's door, Enkidu and Gilgamesh fighting)
- Offer historical context for the reading
 - We discuss how this is the earliest story known to man, how predates the Bible. We discuss how all scripture (the Bible and the Book of Mormon) were written through some sort of translation/prophet experience. Students **research** a book of scripture and its revelation story. This helps support their testimony of the Book of Mormon and Joseph Smith's experience.
 - **Research** Abraham and the ancient city of Ur
 - **Research** Gilgamesh as a real ruler – story is exaggerated, but Ur and Gilgamesh did exist
- Show image of the tablets that the epic was written upon
 - Explain how the ancient tablets were found – history of timeline
- Character Analysis
 - Character Autopsy to **reason and relate** to any chosen character (see Curriculum and Instruction file for template)
 - Internal v. External Characterization (see my H drive)
 - Students find and **record** elements of both internal and external characterization for Gilgamesh and Enkidu
- Final activity is a station rotation that includes:
 - Character quote cards: cards are provided and students must write down a quote and analysis thereof for listed characters
 - Gilgamesh thumbprint art: black ink and cardstock provided at this station: students must create a scene from the text using their thumbprints as characters (see example in Hilmo file)
 - Group Map: One large, poster board is provided and each group of students who rotates through adds a single piece/place/scene on the map
 - Frieze station: Students choose and recreate a still scene from the novel – provide blank papers for them to use as “bubble thought/word” cards. Teacher takes a picture of each frozen scene and, at the end of the station activity, shares all still/frieze scenes with the class

Till We Have Faces, by C.S. Lewis

- Revisit the hero's journey
 - Remind students of what they learned during Beowulf
- Concentric Lines and Fishbowl Relate Discussions on: What is beautiful? What does society determine beauty to be, What does God determine beauty to be, How should we seek to include beauty in our lives? What characteristics do we have that are internally beautiful?
- **Research** words of the prophets in regard to how we are divine beings, created in the image of God.
- Annotation and recording of text work
- Scene interpretation/Comic Strip (template in Curriculum and Instruction file)
 - Students complete a comic strip panel, analyzing on one scene from the novel. They also include two complete, thoughtful paragraphs analyzing the scene they have chosen to draw.
- Queen Orual Analysis Activity (reason work is explored in this assignment)
 - Write “Queen” and “Orual” on the board (opposite sides)
 - Have word strips around the room: stately, powerful, regal, good, selfish, possessive, bitter, jealous, brave, controlling, mysterious, ugly, proud, intriguing, beautiful, frightened, ashamed
 - Students – one at a time – choose a word and place it under either, “Queen” or “Orual”
 - Discuss and reason as you move through the activity – extension opportunities exist by having students **research** and complete word studies on any of the words in this activity
- Writing and Analysis Work – **Reason and Relate**

School Hours & Attendance

General Hours

Grades 1–6 are held Monday through Friday from 8:30 a. m. to 3:10 p.m.

Grades 7–12 are held Monday through Friday from 8:10 a.m. to 3:10 p.m.

Lunch times vary by class but occur generally during the hours of 11:10 a.m. to 1:00 p.m.

Kindergarten Hours

Morning kindergarten classes are held Monday through Friday from 8:30 to 11:30 a.m.

Afternoon kindergarten classes are held from 12 noon to 3:10 p.m.

Daily Schedule

A typical daily schedule for a full-time teacher is as follows:

ACTIVITY	TIME	
	(K-6)	(7-12)
Teacher arrival and classroom preparation	7:30 a.m.	
Prayer meeting	7:40–7:50 a.m.	
Teacher in classrooms (students allowed in classroom)	8:15 a.m.	7:55 a.m.
School begins; devotional (pledge, song, prayer)	8:30 a.m.	8:10 a.m.
Attendance recorded in Veracross	9:00 a.m.	
AM Kindergarten dismissed	11:30 a.m.	
PM Kindergarten begins	12 Noon	
School dismissed	3:10 p.m.	
Teachers may leave campus	3:30 p.m.	

NOTE: All full-time faculty are expected to attend faculty prayer meeting daily at 7:40 a.m.



4R-ing (pronounced "four-are-ing")

The 4R method is a means of encouraging students to find their own answers and context for information. The four R words include: Research, Reason, Relate, and Record. The language of 4R-ing is used regularly in the classroom.

Research

To diligently inquire and examine in seeking facts and principles.

Reason

To take time for careful consideration, thoughtful pondering, and frequent reflection to identify the cause.

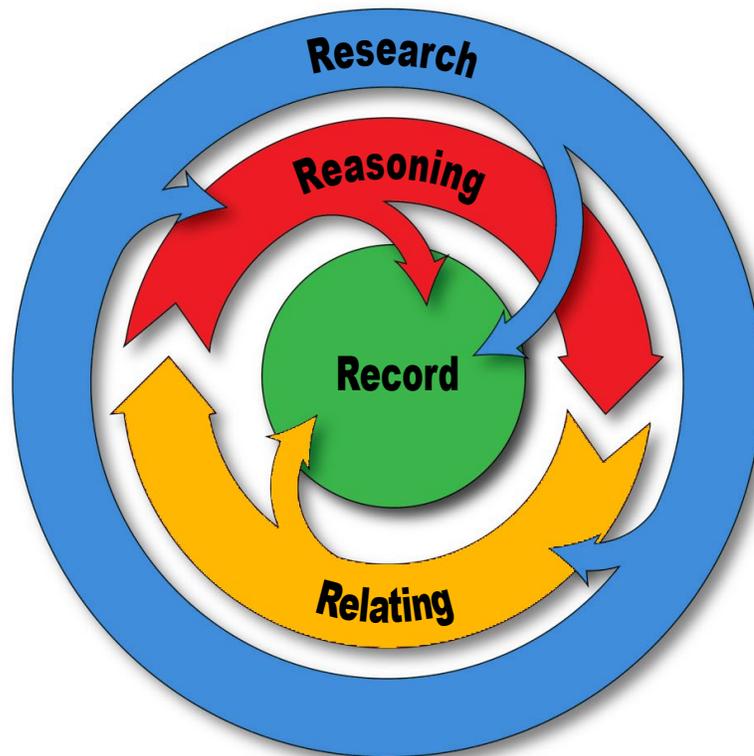
Relate

To tell or recite, to apply fact and truth to life and knowledge.

Record

To write a regular, authentic, official copy for preservation of what was studied.

The 4R Process



RESEARCH

The Research component requires students to take in and acquire knowledge of the subject that they are studying. Research is to be conducted in correct sources in order that conclusions may be correct. Jesus taught, "Search the scriptures; in them ye think ye have eternal life; and they are they which testify of me" (John 5:39). Examples of Research include listening, reading, and studying. The Research component represents the basic acquisition of knowledge. Research in the upper grades requires diligent inquiry and full examination of all information. The student will give his full effort to knowing truth. Noah Webster defines this term as, "To diligently inquire and examine in seeking facts and principles."

Examples of RESEARCHING:

- Guest speakers
- Listening
- Interviews
- Collecting items e.g.: rocks
- Experiments
- Observing
- Field Trips
- Skype/Virtual Tours of historic sites

REASON

The Reason component requires students to reason out principles of truth from the knowledge that they have gained through research. According to Noah Webster, reason is defined as, "To identify the cause or ground of conclusion." To reason rightly, students must take time for careful consideration, thoughtful pondering, and frequent reflection.

RELATE

The Relate component requires students to apply the knowledge, or the principles derived from the knowledge, to their own lives and understanding. This component requires the student to apply context to the knowledge, to obtain greater understanding as a result of a personal relationship with the information, and then to relay this understanding to others.

As defined by Noah Webster, to relate is to "tell or recite, to apply fact and truth to life and knowledge." This is the step most often eliminated in the learning processes employed in many arenas of education. Elder Dallin H. Oaks gave us insight into the critical step of "relating" in his admonition:

We need to identify the great, eternal principles [the pioneers] applied to achieve all they achieved for our benefit and then apply those principles to the challenges of our day.

- Dallin H. Oaks



It is not enough to study or reenact the accomplishments of our pioneers. We need to identify the great, eternal principles they applied to achieve all they achieved for our benefit and then apply those principles to the challenges of our day. In that way we honor their pioneering efforts, and we also reaffirm our heritage and strengthen its capacity to bless our own posterity and 'those millions of our Heavenly Father's children who have yet to hear and accept the gospel of Jesus Christ.' We are all pioneers in doing so" ("Following the Pioneers," Ensign, Nov. 1997, p.72).



Elder Oaks provided further insight in the following words:

“A few years ago I showed one of my senior brethren a talk I had prepared for future delivery. He returned it with a stimulating two-word comment: ‘Therefore, what?’ The talk was incomplete because it omitted a vital element: what a listener should do. I had failed to follow the example of King Benjamin, who concluded an important message by saying, ‘And now, if you believe all these things see that ye do them’” (Mosiah 4:10) (“Following the Pioneers,” Ensign, Nov. 1997, 72).

The purpose of education is to help students "become" like Christ. It is attitudinal. This occurs as we help students relate to the subjects we are teaching them.

Examples of RELATING:

- Relating to emotions
- Relating to experiences
- Relating to senses
- Relating to knowledge base
- Comparing what you learn to what you already know
- Thoughtful pondering
- Explain why two patterns match (requires time and silence)

RECORD

The fourth step in 4R-ing is defined by Noah Webster as follows: “To write a regular, authentic, official copy for preservation of what was studied.” When we write about what we have learned, we make it our internal property. The Record component requires children to record the information, their understanding, and insights about the knowledge in a manner that is accessible to the child. This component develops thinking and communication skills and helps children to retain information longer. The Foundation for American Christian Education has described recording as “writing with the intent of preservation” and “etching with the intent of imprinting deeply on the mind, thus fixing on the heart and carving the character.”

Elder Richard G. Scott taught:

“Principles guide correct decisions. You do not have the assurance of making the right choices in essential matters without divine guidance. The spiritual moments in your life will often come in clusters when you feel so occupied that it seems difficult to record them. Yet that special effort is powerfully rewarded when you take a few moments to crystallize in a permanent record the sacred impressions of the Holy Spirit” (“Making the Right Choices,” BYU Speeches, Jan. 2002).

Examples of RECORDING:

- Art work
- Writing on paper/device
- Whiteboards
- Sing or compose a song
- Share impressions of the heart
- 3D model
- Text/email/blog
- Take photos/videos
- Journals (pair-share)
- Play/puppet show
- Poetry



Principles guide correct decisions. Spiritual moments will come...take a few moments to crystallize in a permanent record the sacred impressions of the Holy Spirit.

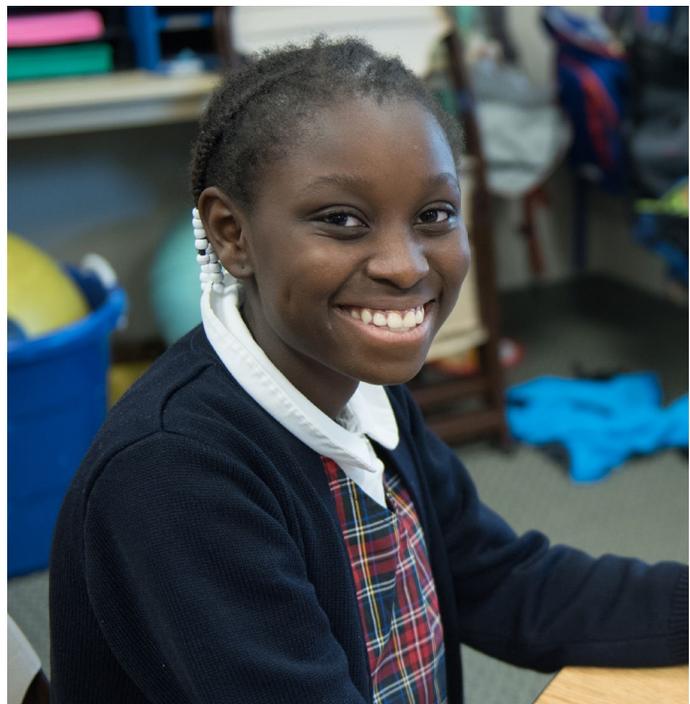
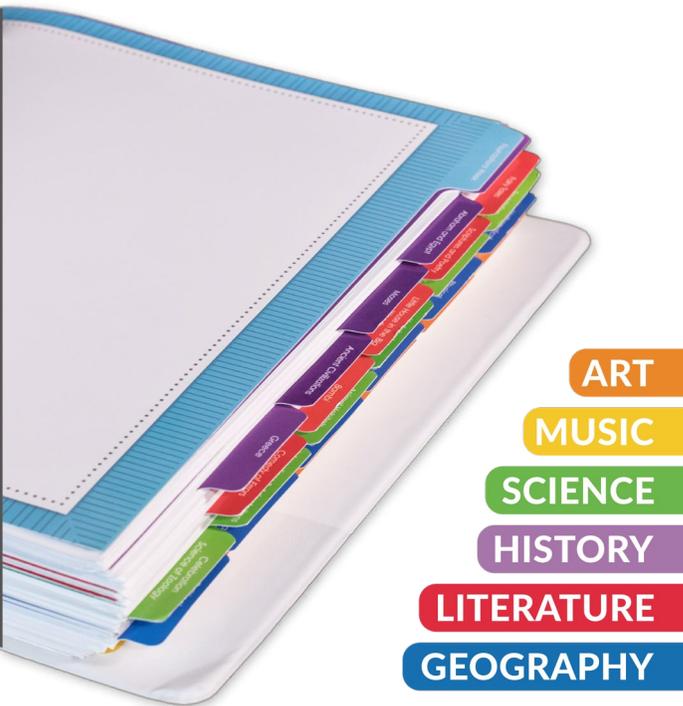
- Richard G. Scott

Notebooks

Each child should be able to research, reason, relate and record what he/she is learning in each subject. A record of this learning is placed in the child's notebook. A notebook at American Heritage School consists of a three-ring binder divided by tabs for each subject and focus area. Since each child's perceptions and abilities are developed to a different degree, each notebook should reflect this principle. Notebooks are tools for children to record the knowledge that they have learned and the way in which that knowledge relates directly to them.

Value of the Notebook Approach

1. It aids in the purposes of education by providing a place for collecting a record of learning through research, reasoning, relating, and recording. It is a tool for organizing one's learning throughout the school year.
2. It is the product of the child's creativity and illustrations.
3. It is a permanent record of the child's process of becoming the disciple of Christ we are teaching them to become.
4. It aids the child's parents and teachers in evaluating progress. It shows graphically the child's character development, industry, diligence, and responsibility.



1828 Noah Webster Dictionary

The Noah Webster 1828 Dictionary shows the Biblical worldview and vocabulary of the founding generation.

The generation of the American Founders practiced Biblical reasoning by default and prized Christian character and virtue above all else. Noah Webster was a Christian whose Biblical knowledge and research are seen in his definitions; fully 70 percent of his definitions employ scripture to assist in gaining an understanding of the word. He researched every word through his studies of twenty-six original languages to provide the root meanings. Both his scholarship and productivity are without equal in America, earning him the title, “Father of American Christian Education and Scholarship.”

The home is the primary classroom for every child, and according to Noah Webster, “Education is useless without the Bible.” When working with young, impressionable minds, it is essential for the parent or educator to establish the habit of beginning the search for principles, answers, and solutions in the Scriptures. It is the divine Word that consecrates and inspires the mind and builds intellectual virtue. This is why Noah Webster wrote the first American dictionary and established a system of rules to govern spelling, grammar, and reading. This master linguist understood the power of words, their definitions, and the need for precise word usage in communication to maintain a distinct national identity. Eager for Americans to be free from the bondage of old-world ideas which were being disseminated through our young nation’s educational system, Dr. Webster laid the foundation for a uniquely American education and the American usage of English words in his dictionary, which defined each word in light of its meanings and usage in the Bible and in the new Christian constitutional republic.



Education
is useless
without the Bible.

- Noah Webster

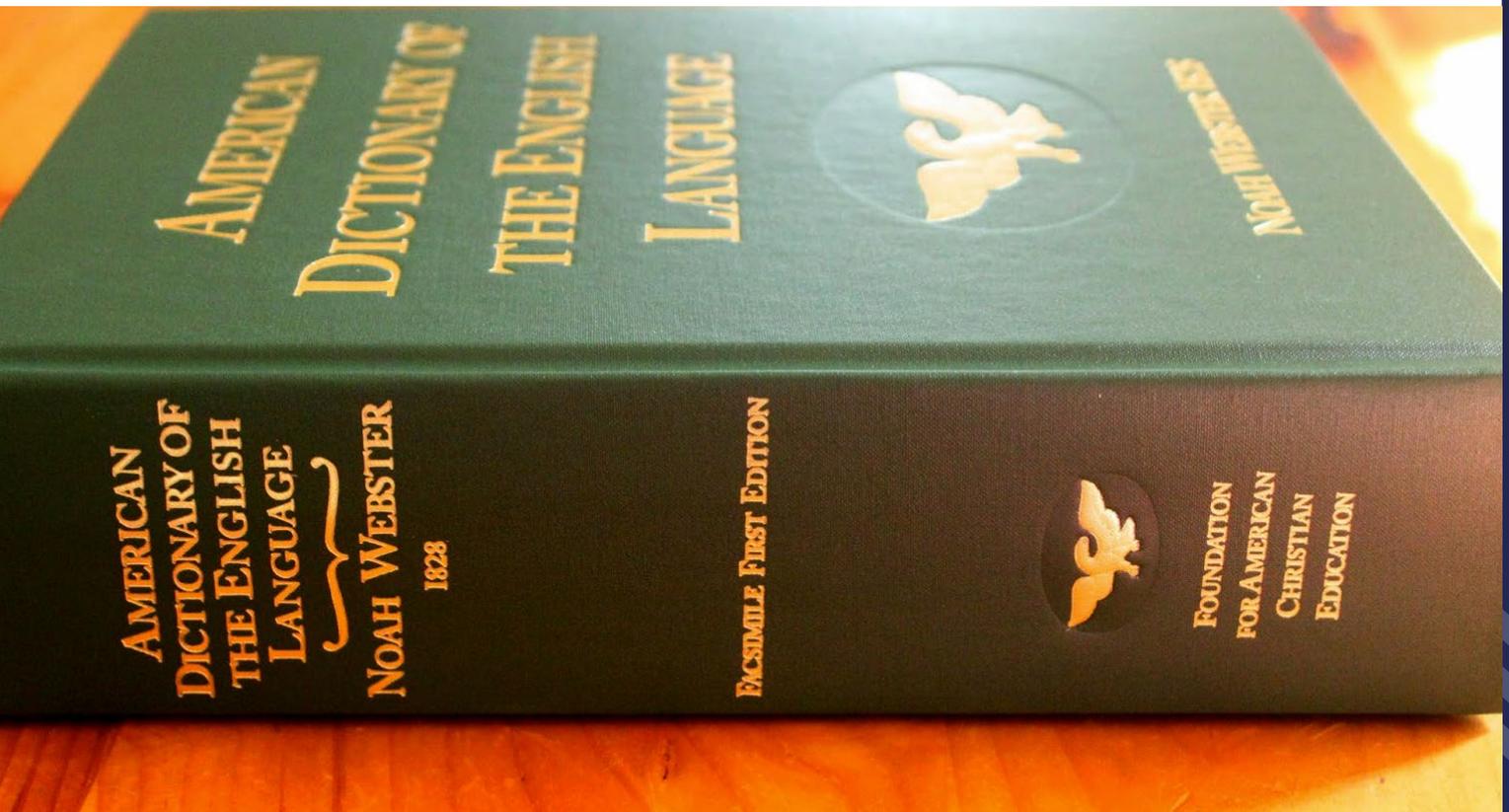
Each learner develops the habit of research by beginning with God’s Word through the Word Study, the tool in which words are defined in light of how they are used in the words of the prophets and in scripture.

This process gives pre-eminence to the truth by deducing the scriptural principles of the subject and clothes the learner’s ideas with truth. This is the foundation upon which the pathway of logical thinking and just reasoning is established. It produces the acquired habits of scriptural scholarship, reasoning cause (internal) to effect (external), and the precise, lucid communication of ideas to others.

Consider an Example

What difference will the definitions of the word “law” make to our child of today when a modern dictionary published in 1980 provides “custom” in the definition versus the Noah Webster 1828 Dictionary which refers to “rule” in the definition? Further, what is the implication of law being defined as “prescribed” or “recognized” rather than “mandatory,” “commanding” or “prohibitory?” The 1980 dictionary ascribes the enforcement of law to a “controlling authority.” The 1828 dictionary states, “The laws which enjoin the duties of piety and morality, are prescribed by God and found in the Scriptures.”

What will be our child’s view of authority and enforcement based on the two definitions? What will be his sense of responsibility for and to law? What will be his security in the source of law? What philosophical position, what theology will be inculcated by repeated consumption of secular definitions? (See materials on Noah Webster 1828 American Dictionary of the English Language, published by FACE.)



Word Studies

Word Studies are a specific application of the entire 4R methodology and are one type of “Record” activity. A Word Study is an opportunity to research in depth, reason, relate, and record based on a specific topic.

In a Word Study, children select, or are given, a word. The children look up the word in one or more dictionaries and select and record the definition of the word. Generally, children use Noah Webster’s 1828 Dictionary. However, as children get older, children may select from a number of dictionaries, comparing the meaning of the words from these dictionaries to that in Noah Webster’s 1828 Dictionary. The children also review the manner in which this word has been used by the living prophets and in the scriptures. Children record examples of this usage that illustrate the meaning of the word or show variations on the meaning of the word. Children then reason a principle of truth based upon any definitions of the word and information obtained from the living prophets and the scriptures. Finally, children relate to the meaning of the word by recording their own thoughts, writing their own personal definitions, or relating to the meaning in some other way depending on the requirements of the particular Word Study and the teacher’s assignment.

Word Studies are relatively simple in early grades and more complex in later grades. Word Studies go beyond vocabulary work; they allow the child to explore the meanings of words and the variations of language. Further, Word Studies allow children to learn, for themselves, the way in which God uses a word and the particular meaning that the word has to Him.

The Word Study is more than going to a dictionary and defining a word. It is the tool of scriptural scholarship that places the child on the pathway of reflective thinking and deductive reasoning derived from the scriptures. The Word Study places the truths of God’s Word at the center of learning, which illuminates the understanding and consecrates the mind. It provides a pathway of logical thinking and just reasoning. It produces the acquired habit of scriptural scholarship and enables the child to reason from cause to effect, from choices to consequences, all of which produce governmental thinking. (For example, Alma 37:35 teaches us that it is important for youth to learn wisdom through keeping the commandments of God.)



The child taught in this method over a period of years develops a perspicuous and scriptural writing style, learns to reference apostolic and scriptural examples, and becomes skilled at applying correct principles to problem solving. He is able to communicate his ideas in a logical manner and to persuasively express his ideas in a precise and ennobled vocabulary.

"Reading maketh a full man; speaking a ready man; and writing an exact man." (Francis Bacon)

WORD STUDY PROCEDURE

1. Look up the word in Noah Webster's 1828 American Dictionary of the English Language. Reason the definitions that apply. Record these definitions.
2. Research the word in the words of the living prophets. President Benson has said, "The best yardstick to use in discerning the worth of true knowledge and learning is to go first and foremost to the words of the Lord's prophets" (*Church History in the Fullness of Times (Teacher Manual)*, 2001, 78–79).
3. Research the word in the scriptures. Psalm 19:7 says, "The law of the Lord is perfect, converting the soul: the testimony of the Lord is sure, making wise the simple."
4. Write a personal definition of the word. This builds vocabulary, increases reading comprehension and writing organization, establishes precise word usage in written and oral communication, cultivates critical thinking and deductive reasoning, sharpens discernment of truth from error, and consecrates the mind. God's truths become the internal property of the child.



SAMPLE WORD STUDY

Word Study on Conscience

- I. Definition
 - A. Noah Webster's 1828 *American Dictionary of the English Language*
CONSCIENCE: n.
 1. Internal or self-knowledge, or judgment of right and wrong; or the faculty [ability], power or principle within us, which decides on the lawfulness or unlawfulness of our own actions and affections, and instantly approves or condemns them. Conscience is called by some writers the moral sense, and considered as an original faculty of our nature.
 2. The estimate or determination of conscience; justice; honesty.
 3. Real sentiment; private thought; truth; as, do you in conscience believe the story?
 4. Consciousness; knowledge of our own actions or thought.
 5. Knowledge of the actions of others.
 6. In ludicrous language, reason or reasonableness.
 - B. Principles
 1. Conscience is the internal compass that guides man in his judgment of right/wrong. (I want to explore the connection between conscience and principle)
 2. Conscience is an innate part of being.
- II. Words of Prophets and Other Wise Men and Women
 - A. "Conscience is a manifestation of the Light of Christ, enabling us to judge good from evil" (lds.org topics, Light of Christ).
 - B. Principle: The Light of Christ informs the conscience.
 - C. "There is a defense mechanism to discern between good and evil. It is called conscience. It is our spirit's natural response to the pain of sin, just like pain in our flesh is our body's natural response to a wound—even a small sliver. (James E. Faust, April 1991 General Conference).
 - D. Principle: The conscience is a gift of God to help man discern good from evil.
 - E. "Peace of conscience is the essential ingredient to your peace of mind. Without peace of conscience, you can have no real peace of mind. Peace of conscience relates to your inner self and is controlled by what you personally do. Peace of conscience can come only from God through a righteous, obedient life. It cannot exist otherwise" (Elder Scott, October 2004 General Conference).



- F. Principle: Conscience is directly affected by choice. Choices that are consistent with the teachings of Jesus Christ bring peace of conscience.
- G. “The ability to have an unsettled conscience is a gift of God to help you succeed in this mortal life. It results principally from the influence of the Light of Christ on your mind and heart. The Light of Christ is that divine power or influence that emanates from God through Jesus Christ. It gives light and life to all things. It prompts all rational individuals throughout the earth to distinguish truth from error, right from wrong. It activates your conscience. Its influence can be weakened through transgression and addiction and restored through proper repentance” (Elder Scott, October General Conference).
- H. Principle: The Light of Christ informs our conscience and guides in the determination of right and wrong.
- I. “Conscience permits the Lord to be there, whether in early warnings or final warnings. He gives us a flash of insight or a twinge of remembrance, pulling us back from a precipice or prompting us to do good. Conscience can warn that we are only falling further behind by insisting on getting even. Conscience warns us not to sink our cleats too deeply in mortal turf, which is so dangerously artificial” (Elder Maxwell, October 1987 General Conference).
- J. Principle: Conscience keeps God’s children close to Him and guides them away from the world.
- K. “For each of us it is infinitely better to hear and heed the call of conscience, for conscience always warns us as a friend before punishing us as a judge” (President Monson, October 2002).
- L. Principle: Conscience is a warning voice.
- III. Scriptures
- A. “And the Spirit giveth light to every man that cometh into the world; and the Spirit enlighteneth every man through the world, that hearkeneth to the voice of the Spirit. And every one that hearkeneth to the voice of the Spirit cometh unto God, even the Father. And the Father teacheth him of the covenant which he has renewed and confirmed upon you, which is confirmed upon you for your sakes, and not for your sakes only, but for the sake of the whole world” (D&C 84:46–48)
- B. Principle: The Light of Christ gives light to the conscience and helps man to discern right from wrong.
- C. “16 For behold, the Spirit of Christ is given to every man, that he may know good from evil; wherefore, I show unto you the way to judge; for every thing which inviteth to do good, and to persuade to believe in Christ, is sent forth by the power and gift of Christ; wherefore ye may know with a perfect knowledge it is of God.

But whatsoever thing persuadeth men to do evil, and believe not in Christ, and deny him, and serve not God, then ye may know with a perfect knowledge it is of the devil; for after this manner doth the devil work, for he persuadeth no man to do good, no, not one; neither do his angels; neither do they who subject themselves unto him.

And now, my brethren, seeing that ye know the light by which ye may judge, which light is the light of Christ, see that ye do not judge wrongfully; for with that same judgment which ye judge ye shall also be judged.

Wherefore, I beseech of you, brethren, that ye should search diligently in the light of Christ that ye may know good from evil; and if ye will lay hold upon every good thing, and condemn it not, ye certainly will be a child of Christ" (Moroni 7:16–19).

- D. Principle: In order to enter into the presence of God, the Children of God must act according to their consciences and choose good. All things that invite and entice man to serve God are inspired by Him.

IV. Personal Definition

Conscience is an innate part of being. The Light of Christ informs the conscience. Conscience is the internal compass that guides man in his judgment of right/wrong. It is a gift of God to help man discern good from evil. Conscience is directly affected by choice. Choices that are consistent with the teachings of Jesus Christ bring peace of conscience. Choices that do not follow the teachings of Jesus Christ bring pain and sorrow that is felt by one's conscience. Following one's conscience keeps God's children close to Him and guides them away from the world. The conscience acts as a warning voice. In order to return to the presence of God, the Children of God must act according to conscience and choose good. I want to always be true to my conscience so that the Lord will be with me and so that I might continually be led in the path of truth and righteousness. Abiding by one's conscience will lead to eternal happiness.

Devotionals

- All teachers are expected to hold morning devotionals each day. In middle and high school grades these can be conducted by the students. In most cases this occurs at the beginning of each day. In high school this should always happen during first period. First period is given additional time for this purpose.
- Grade level/class devotionals are a foundational piece of AHS. All grades K-8 plan and execute one grade level/class devotional each year. The devotionals vary in style and format depending on the grade level.

Scripture and History

Grade	Scripture Focus During Devotional Times	Seven Principles Focus During History Times
Kindergarten	Book of Mormon	Divine Identity and Purpose. Introduction to the concept of a timeline. Introduction and overview of all 19 links.
1st Grade	Doctrine and Covenants	Conscience, the Most Sacred of All Property. The Christian founding link, e.g. founding fathers and mothers of American Christian character and government.
2nd Grade	Old Testament	Liberty through Christian Self-Government.
3rd Grade	New Testament	America's history of Christlike Character.
4th Grade	Book of Mormon	Fullness of Liberty through Unity with God and Man
5th Grade	Doctrine and Covenants	Cultivating Self-Government in Others.
6th Grade	Old Testament	Review all 7 principles. Survey of the Ancient, Middle, and Medieval History & Geography: Creation to the Reformation (A.D. 1500s).
7th Grade	Book of Mormon, Selected Readings	Review all 7 principles. A Survey of Modern History: Reformation (A.D. 1500s) to Restoration.
8th Grade		Review all seven principles. Rudiments of America's Christian history and government.
9th Grade	Church Publications, Scriptures	Review all 7 principles. Universal history I: Creation to the Middle Ages.
10th Grade		Review all 7 principles. Universal History II: The Renaissance/Enlightenment to modern times.
11th Grade		Review all 7 principles. American History: A.D. 1000 to present.
12th Grade		Review all 7 principles. American government and economics.



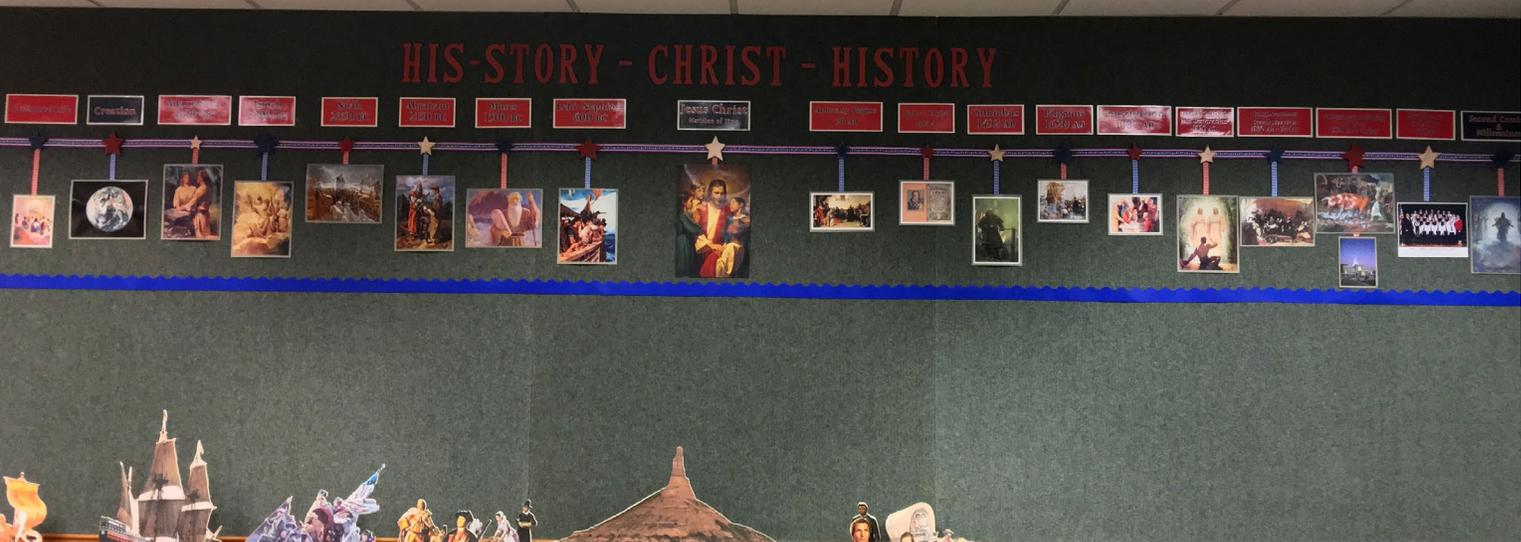
Using a Timeline to Teach *“His”* story

The use of a timeline and its role in teaching any subject, especially history, are vital. All subjects have a history and a God-given purpose and should be initially introduced to students by imparting that knowledge. In history, there is a natural order, that of chronological sequence. If you mentally examine your own history memory bank, you will find that your understanding of chronology was added piecemeal, as your knowledge of history increased and you began to form associations with prominent events and historic characters. Memorizing a list of dates and events serves no purpose in historic literacy, for it does not provide the discernment needed to distinguish between the important and the inconsequential. It is of far more value to know the order of the relative significance providentially and to be able to reason from cause to effect. This is where the role of time mapping, or the use of a timeline, is so valuable.

We are not born with an innate or developed sense of chronology. Time is a developing concept in the young, elementary-aged child, one that must be learned. Young children initially require concrete or visual impressions for learning, such as pictures, maps, globes, and objects that can be handled. The abstract capability of reading with symbols must be learned and developed. To introduce the concepts of sequence and time, the timeline serves as a concrete method. Children first learn the idea of sequence as a preliminary step for the understanding of chronology and dates later.

There are many ways to divide time. All of history can be divided into millennia, centuries, or epochs. Critical events and characters can be mapped that way. But there would be many events that would be inconsequential in the study of the providential hand of God in history. Nineteen major events, characters, or links on the Chain of Christianity have been selected to illustrate the westward movement of the Chain of Liberty, from Creation to the present. The incarnation of Jesus Christ (his birth, death, and resurrection) is the focal point of all history and should be highlighted in some way on each timeline. These links become “pockets” into which children deposit their growing knowledge of history. For example, when the children study Jamestown, the first permanent English colony in America, they are taught that its founding lies within the same time frame as the American Founding, a major link in America’s Christian history. Therefore, children quickly learn the significance of events in God’s timetable and then grow in their sense of time and chronology in relation to Christ, His Story.





At American Heritage School, every teacher makes a timeline that is placed in the classroom where the students can refer to it frequently. Each one reflects the creativity of its designer, but all have the same 19 links or “memory pockets” represented. In this way, characters and events that are taught in each grade can be added to highlight the curriculum.

Following are several examples of successful timeline styles. In Kindergarten, one teacher used pictures, the same ones she had the students place in their history notebook when they were studied. These pictures represented the event or character of the 19 links. She then joined them together with a paper chain. She collected from parents a picture of each of her students and placed them under the 19th link, so that when the children arrived the first day of school, they realized there was something important about the chain on the wall and it had something to do with them!

One sixth grade teacher designed her timeline and placed it on the wall prior to the first day of school. Then, in the first few weeks, she had the art teacher work with the children to create the figures and representations of events using construction paper in three-dimensional designs. This was a very successful way of deepening the students’ understanding of the value of the timeline and their sense of time and chronology.

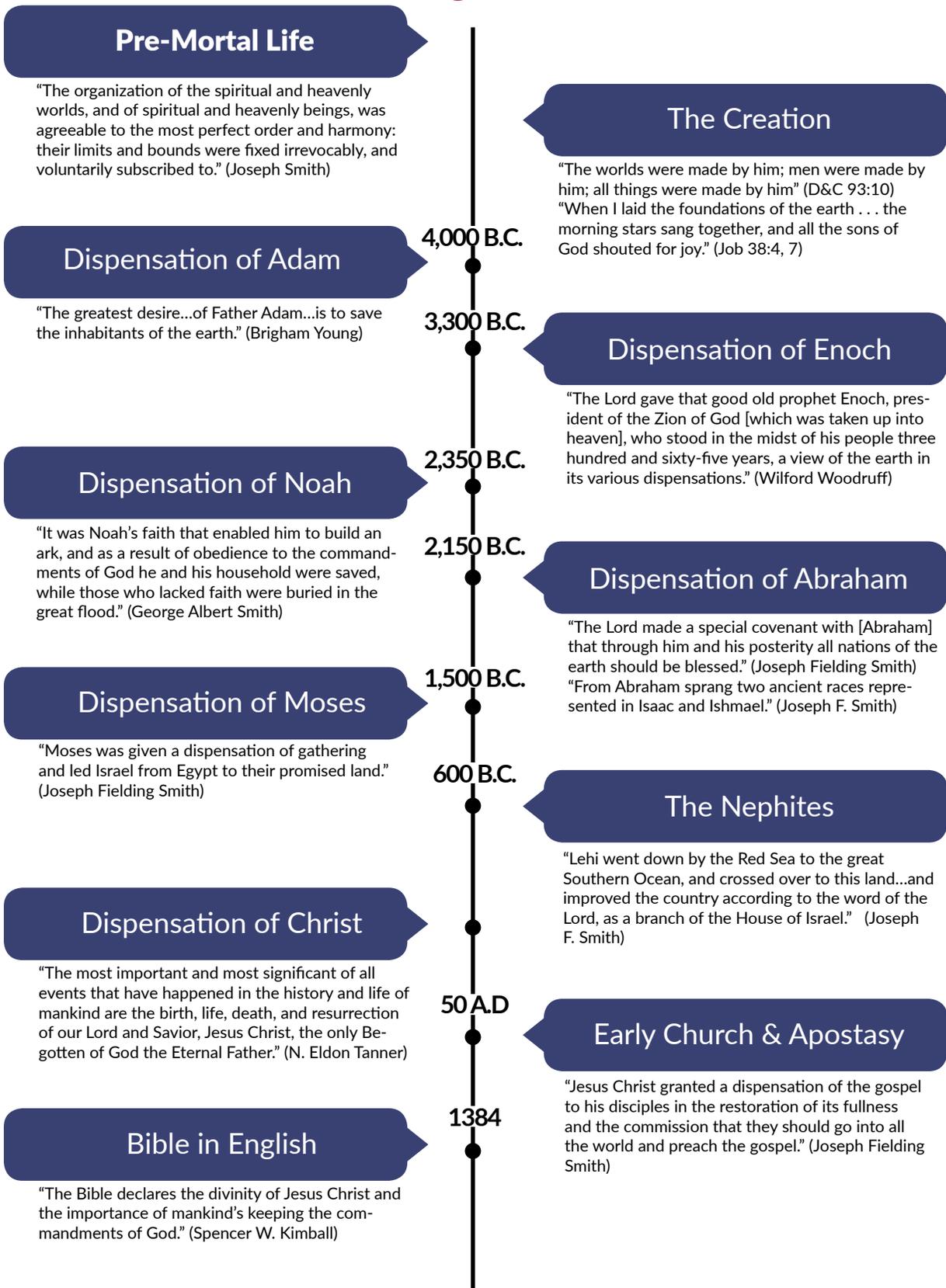
Another teacher had her six-year-olds create a personal timeline with the help of their parents. Several timelines that were brought in extended nearly the length of the classroom wall! These young children and their parents were drawn into the concepts of time, sequencing, and the providential hand of God.

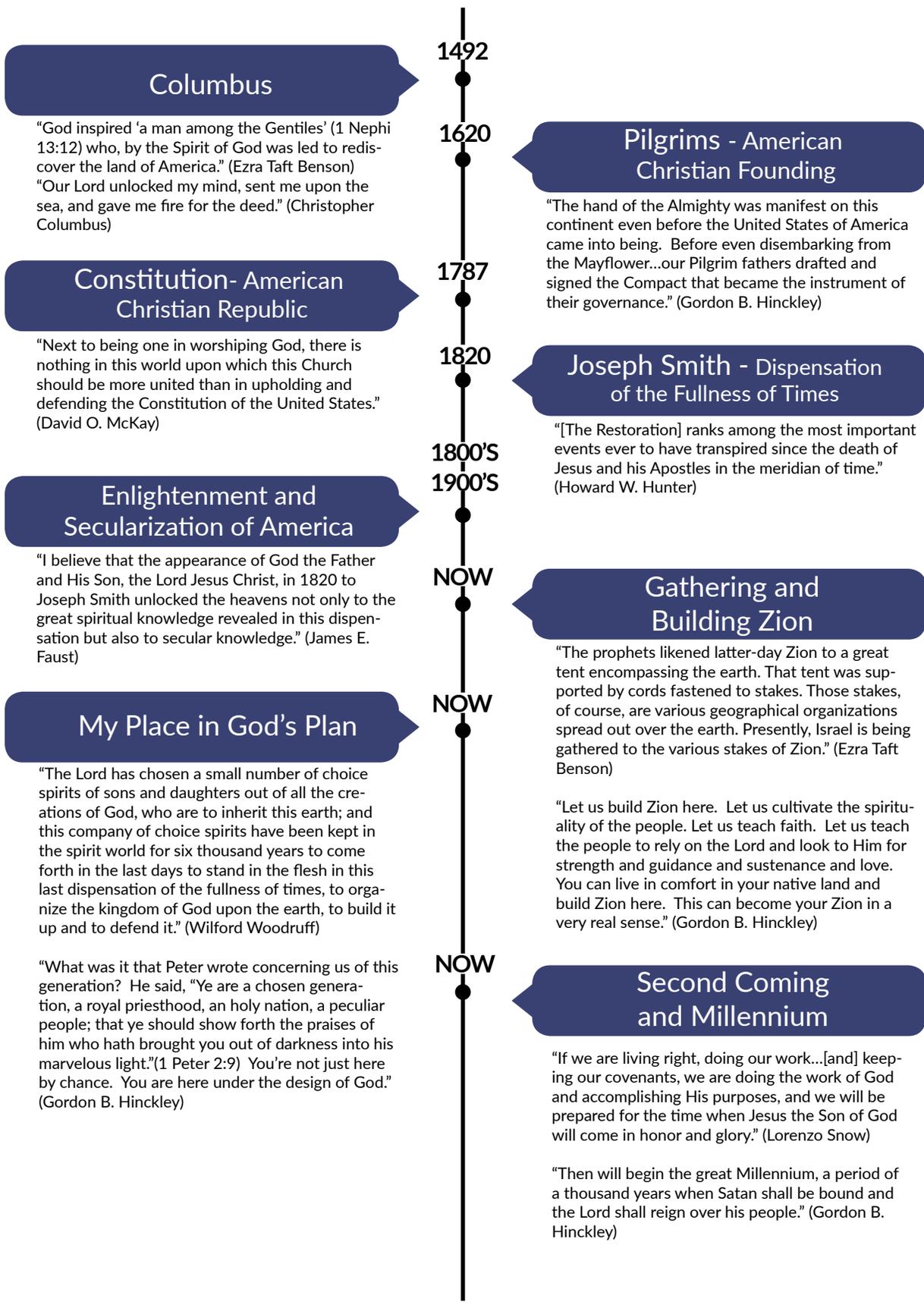
Quite often, in individual lessons, teachers have asked children to represent characters on the timeline. A human timeline is formed in front of the class and then the character or event being taught that day is represented by a student and placed in the “line.”

Timelines can be designed vertically or horizontally, and one should always be placed in each student’s notebook with the subject overview. When introducing new material, it is beneficial to have the students quickly draw a timeline in their notes with the 19 key links and place the character or event being studied on the timeline in a different color. Then through the years of elementary education, students master the chronology of the Chain of Liberty and are able to place all other historic information within those “memory pockets,” discerning whether they contributed to or hindered the westward movement of the gospel. God’s plan for internal and external liberty is visually and permanently recorded in their brains!



"His" story TIMELINE LINKS





Self-Government

Self-government has to do with children becoming responsible for their own learning and productivity. Children are likely to become responsible for their learning and self-government as they recognize their divine nature as children of God, His desire for them to become like Him, their dependence on Christ's atonement (which allows us to be redeemed through repentance and faithful obedience), the blessings that are unlocked through sincere prayer, and the privilege of diligent obedience to the laws and ordinances of the gospel by which we can qualify to receive heaven's grace. Self-government in a nutshell is "doing the right thing because it is the right thing to do."

Elder Neal A. Maxwell taught:

I feel so strongly that nothing can happen to us in any circumstance that is not a part of God's purpose for us; therefore we have nothing to fear—nothing to worry about—except that we should rebel against his purpose, and that we should fail to detect his purpose in things and fail to establish a relationship with him. On that basis, there can be no black despair, no throwing in of our hand...the only necessity of life is to know God (*A Disciple's Life*).



NEAL A. MAXWELL

When children recognize the careful involvement of an omnipotent and omniscient Heavenly Father in their lives, they are reassured that occurrences (including all trials in mortality) can "give [them] experience, and shall be for [their] good" (Doctrine and Covenants 122:7). With this view, children are better able to self-govern despite any difficulties in life.

Our liberty to self-govern (or, in Restored Gospel terms: to exercise our agency) is directly correlated with our inward allegiance to correct governing principles. According to Jefferson and Locke, the principles taught by Jesus of Nazareth are the most correct governing principles known to mankind. Christianity is the religion of liberty, preserved by self-government. Self-government void of agape (love for God) and caritas (charity for others) is no self-government at all. It is merely compliance, and lacks that which God requires most: "the heart and a willing mind." (D&C 64:34).

Self-Government Evaluation

O (Outstanding)—Students in "O" range:

- Are practically always on task. They almost never need to be reminded to do what is expected.
- Willingly participate in class discussions, and they have conversational etiquette, knowing when to listen and when to speak.
- Show responsibility, leadership, and self-government during group work.
- Use independent working time in class productively and show self-government. They use extra time after completing assignments in class by doing independent reading or other appropriate work for the class. They are ready to listen to the teacher's instructions at the start of class, and they do not put work away early but continue working right up to the bell at the end of the period.
- Almost always attend class punctually and almost always submit work punctually.
- Consistently takes care of property, school property, own personal and others property.
- Consistently observe the Honor Code and Uniform Policy.



G (Good)—Students in “G” range:

- Generally remain on task and do what is expected in class, but require occasional reminders to do what they should be doing.
- During class discussions they may not contribute, or if they do, they occasionally lack some conversational etiquette. They may speak out of turn on occasion.
- Participate in group work, but without same initiative, engagement, or leadership of students in the “O” range.
- Sometimes are not “tuned-in” to listen to the teacher’s instructions at the beginning of class, and they sometimes stop working and start packing up their belongings before the bell rings at the end of class. WHEn they have finished an assignment during class, they sometimes have to be reminded to take out reading material or other appropriate classwork during the remaining time.
- Sometimes arrive late to class and submit late work.
- Usually takes care of property, including school property, personal property, or property belonging to others.
- Sometimes needs reminders to observe the Honor Code and Uniform Policy.

N (Needs Improvement)—Students in the “N” range:

- Are often off-task and have to frequently be reminded or even coaxed to stay on task. Their attention seem to frequently wander.
- May refuse to join in class discussions, or if called upon, they rarely show much thoughtful engagement with the discussion or activity, at least in a productive way. When entering a class discussion voluntarily, they have a disregard for conversational manners, and rather than waiting their turn to speak, they often blurt out their thoughts inappropriately.
- Are often off-task during group work and do the bare minimum.
- Are rarely ready to work at the beginning of class, and rarely do they keep working until the bell at the end of class. During class, it is usually only the fact that the teacher is watching that keeps them on task. If the teacher looks away, is occupied with something, or steps out of the room, these students usually do not stay on task. It is not unusual for them to pretend to be doing what they are supposed to be doing when they are actually doing something else. These students are frequently teacher-governed.
- Frequently arrive late to class and frequently submit late work
- Often misuses or is careless with property, including school property, personal property, or property belonging to others.
- Often needs reminders to observe the Honor Code and Uniform Policy.

U (Unacceptable)—Students in the “U” range:

- Willingly choose not to do what they are asked to do during class. They are typically off-task, and even when given a reminder, they do not fully comply.
- May intentionally disrupt or cause distractions during class. They have little regard for the teacher’s right to teach or the other student’s right to learn.
- If they enter a class discussion, their remarks are often meant to derail the discussion, rather than contribute to it. In other words, rather than expressing sincere disagreement to the teacher or another student, they are intentionally disrupting or destroying the lesson or discussion.
- Make no pretense of trying to cooperate with the teacher, but seem to willfully work against the teacher’s efforts to create a productive and positive learning atmosphere.
- Very frequently arrive late or miss class altogether and many assignments submitted late or not at all.
- Frequently misuses or is destructive of property, school property, personal property, or property belonging to others.
- Frequently needs to be reminded to use kind words, uplifting language, and observe the Honor Code and Uniform Policy.



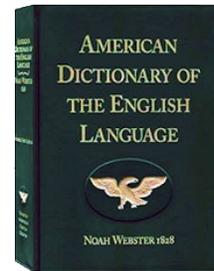
Memorizations

Memorization is the art of recording in our minds an understanding and exact articulation of any principle or idea. The purpose of memorization is to engrave and store up for later memory scriptures, poems, quotes, or other information that will become useful to us in building the kingdom of God on earth. Memorizations will serve children throughout their lives.

Key principles for effective memorization include the use of music and games and the selection of worthwhile passages, including scriptures, poems, and other quotations.

In his *1828 American Dictionary of the English Language*, Noah Webster defined memorization as:

1. to record, to commit to memory...
2. to cause to be remembered...



Susan Tanner, former general president of the Young Women, taught:

“Learning by heart . . . means to learn something so deeply that it becomes part of our core: it fills us; it changes us. . . . Learning by heart in its richest sense is a gospel duty. It is a twin commandment to remembering. We are to learn spiritual truth by heart and then retain in remembrance what we have placed deep in our hearts” (“Learning by Heart,” *BYU Speeches*, Aug. 2004).

The process of memorizing, of placing truths upon **“the fleshy tables of our hearts”** (2 Corinthians 3:3) changes us just as consuming a nutritious meal changes us. We become different people because of what has nourished our minds and hearts. We are better prepared to serve in the Lord’s kingdom, we are more secure in mortality because of that which fills us, we are better able to discern between right and wrong because of the “internal property” which becomes the foundation of our thinking, and we have the “internal equipment” to sustain us in serving mankind. Memorization should always be a cherished part of our curriculum and our activities.



Character Charts

Character charts, sometimes referred to as T-charts, are useful tools in examining characters in history, literature, poetry, and devotionals.

Elder Richard G. Scott instructed, “Faith will forge strength of character available to you in times of urgent need. Such character is not developed in moments of great challenge or temptation. That is when it is used. Character is woven patiently from threads of principle, doctrine, and obedience” (“The Transforming Power of Faith and Character,” General Conference, Oct. 2010).



Character is woven patiently from threads of principle, doctrine, and obedience.

- Richard G. Scott

The purposes of character charts include:

- ✓ Reasoning or evaluating the development of character(s).
- ✓ The development of character in the reader as the noble character of others is examined.
- ✓ To develop the reader’s ability to reason, particularly from cause to effect.

Instructions: elementary grades

- The student folds the sheet of notebook paper down the middle.
- A line is drawn along the title line of the paper. On the title line or the top, left side of a “T,” the student writes “External.” The student reasons from the source the external characteristics of the character, or what the character looks like externally.
- The same is done for the right side of the fold in the paper or stem of a “T,” as the student writes “Internal.” The internal qualities of the character are reasoned and listed.
- Both lists should contain exact language from the text, including page numbers. This is an opportunity to teach precision and the use of quotation marks.



Celebrations

Elder L. Tom Perry said, “Celebrations of . . . actual historical events, such as the Passover, remind[ed] the people of Israel of the Lord’s hand in delivering them” (“A Meaningful Celebration,” *Ensign*, Nov. 1987, 70). Thus, celebrations of historical events are not merely parties to participate in; they also bear a sense of gratitude and an instructional purpose. Celebrations should include expressions of love for that which is being celebrated and may be widespread. For example, Elder L. Tom Perry noted, “The [American] Bicentennial on the national scene has been characterized as a backyard celebration, for there was no center. [Citizens around the country] expressed their love for America and wanted to participate in its 200th birthday celebration” (“A Report on the Church’s Participation in America’s Bicentennial Celebration,” General Conference, Oct. 1976).

Bonnie D. Parkin asked, “Do you celebrate [covenants]? These individual commitments made directly with our Heavenly Father are things to celebrate” (“Celebrating Covenants,” *Ensign*, May, 1995).

Key principles and purposes of celebrations:

- Students should understand the difference between a party and a celebration. Celebrations include instruction and accountability in self-government, whereas a party may not.
- Celebrations add a layer and a new level of meaning and poignancy to the event; a celebration is an expression of love.
- Celebrations educate hearts and minds by bringing it all together; they add the heart to mental activities, they attach learning to the heart.
- Celebrations can be long or short, large or small.
- Celebrations make learning more memorable.
- Ask often the question, “What shall we do to celebrate our learning of this event or of this hero?” Then the students will begin to ask it.
- When students have been taught how to truly celebrate, they can be allowed to participate in the planning of celebrations.
- All special events are celebrations and should be executed with appropriate dignity.

Ideas for celebrations:

- Memorizations
- Activity days
- Writing—poetry, essays, epigrams
- Field trips
- Stand for Truth: have a student celebrate a truth by re-teaching it.
- Write thank-you letters to be delivered or placed in the student’s notebooks.
- Treasure hunts
- Re-enactments
- Reader’s theaters
- Skits
- Debates
- Feasts



GUIDED READING (Elementary)

"What is Guided Reading?"

Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time.

Guided reading is not an exercise to practice reading skills. It is research-based, professionally energized, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of high quality grade level books across a diverse array of literature and informational genres. Reading well means reading with deep, high quality comprehension and gaining maximum insight or knowledge from each source.

Using benchmark assessments or other systematic observation, the instructional reading level of each student is determined. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time. In selecting a text for the group, the teacher uses the level designation; thinks about the strengths, needs, and background knowledge of the group; and analyzes the individual text for opportunities to support students' successful engagement with the meaning, language, and print of the text. The teacher uses the text to help the children expand what they know how to do as readers." (*Fountas and Pinnell website*)

- Guided reading is small group reading instruction in the reading area of need.
- Each group (4–5 students) will be using a different reading book, however, each child in the same group will use the same book, and the teacher will focus on their area of need e.g. **Fluency, comprehension, blending, connections/schema** (tone, theme, character traits, structure, author's schema, vocabulary skills, compare & contrast, reading for a purpose, story elements, genre), **sensory imagery** (vocabulary skills, drawing conclusions, creating imagery, senses, character traits, literary devices, story details), **questioning** (research skills, fact/opinion, note-taking, rereading, predicting, cause/effect, study skills, author's purpose), inference (cause/effect, drawing conclusions, rereading, compare/contrast, fact/opinion, evaluating information, theme, point of view, foreshadowing, connections, vocabulary skills), **determining importance** (skimming/scanning, power notes, summarizing, study skills, research skills, drawing conclusions, story mapping, note-taking, evaluating info), **synthesis** (retelling, rereading, research skills, schema, summarizing, theme, determining importance, literal to inferential).
- The teacher will work with one group at a time in 15-minute rotations.
- We use books from our leveled library.
- Students will be reading a book that interests them, in small groups, and at their level, concentrating on a reading strategy that supports their needs.
- Take Home Books: The books that the students take home should be at their independent reading level. They should be able to read them on their own without assistance. They should also be allowed to change them out as often as they student would like. There does not need to be mastery of these books. If the student is struggling with a book that they take home, then the reading level is not appropriate. Research has shown that it is quantity over difficulty that helps young readers improve. The more they read at their independent levels the better readers they will become. Texts that are difficult to read are for instruction and are best used as a tool by the teacher.



Teacher Resource Materials

Foundational Resource Materials (listed in order of priority):

1. Words of the living prophets and scriptures
2. AHS Foundations Guide
3. Scope and Sequence Curriculum Progress, Learning Objectives, Syllabus, Curriculum Map from previous teachers in your grade
4. Instructional Strategy Options (located on the Faculty Portal under Teacher Resource Links)
5. Foundations Curriculum Noah Plan and FACE Literature, Language, History and Geography and other curriculum guides
6. Arbinger teachings and books including *The Choice in Education, Leadership and Self Deception, The Outward Mindset*
7. Growth Mindset

Recommended reading:

Classroom Management

- Lynne G. Robbins, "Be 100% Responsible"

Correct Principles

- Gaylord Swim, "No Excuses, Sir!" Principles and Perspective published by Sutherland Institute, Summer 2001
- M. Russell Ballard, "How Elder Ballard Responded when a Member Told Him He Was a False Prophet," Yesterday, Today and Forever

Curriculum

- Spencer W. Kimball, "The Gospel Vision of the Arts," BYU, "Education for Eternity," Speeches of the Year, 1967-1968, p 12
- Boyd K. Packer, "The Arts and the Spirit of the Lord," IBYU 1976 Speeches

Divine Identity and Purpose

- Kristin L. Matthews, "The Worth of Souls is Great," BYU 2013 Speeches, August 6, 2013

Foundation Laying

- H. Verlan Andersen, "Bring Up Your Children in Light and Truth," LDS General Conference, 1991
- Ezra Taft Benson, "Jesus Christ – Gifts and Expectations," BYU 1974 Speeches, 12/74
- Douglas Callister, "Your Refined Heavenly Home, BYU 2006-2007 Speeches
- Donald Hallstrom, "How Firm A Foundation," CES Devotional for Young Adults, 11/2/14, Ogden, Utah
- Jennifer Rockwood, "Follow the Light," BYU 2016-2017 Speeches, 3/15/16
- Margaret Thatcher, "The Moral Foundations of Society," Imprimis, published by Hillsdale College, 11/94, Lecture at Hillsdale Center for Constructive Alternatives seminary, "God and Man: Perspectives on Christianity in the 20th Century.
- Gaylord Swim, "American Heritage School Mission Statement," 11/2004

Inspiring

- Henry B. Eyring, "Teaching is a Moral Act," BYU Annual University Conference, August 1991

Plan of Salvation

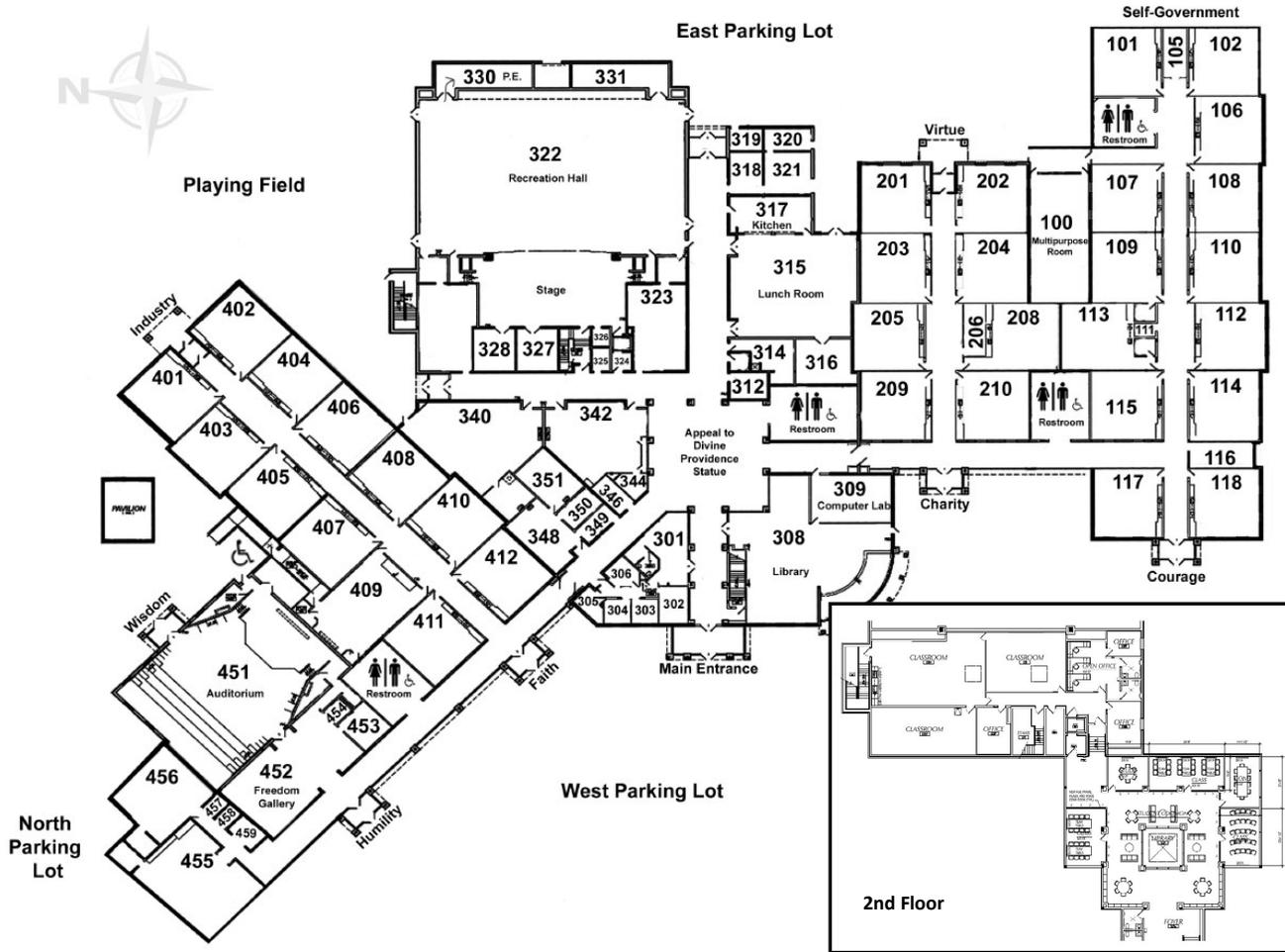
- Jennifer Rockwood, "Follow the Light," BYU 2016-2017 Speeches, 3/15/16

Seven Principles of Personal and Civil Liberty

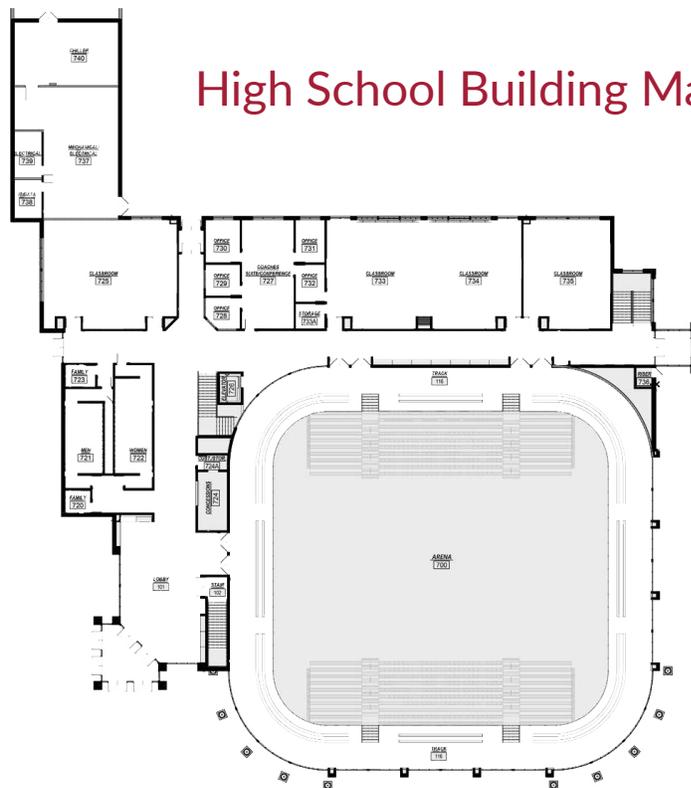
- Charles Didier, "Where the Spirit of the Lord Is, There Is Liberty," BYU 1984 Speeches 6/84
- Jenet Erickson, "Tips and Tools for Teaching Seven Principles of Personal and Civil Liberty"
- Jenet Erickson, "Engaging Children in Learning the Seven Principles of Liberty"

Teaching

- Russell M. Nelson, "A Plea to My Sister," Ensign, 11/2015



High School Building Main Level





American Heritage School Student Uniform Policy

Updated: May 28, 2019, See Parent Handbook, Section 12

Purpose and Implementation	Dress Standards
<p>We believe that properly wearing the uniform</p> <ul style="list-style-type: none"> • Displays unity, modesty, neatness, and dignity; • Demonstrates respect for self, education, teachers, and fellow students; • Facilitates focus on learning and service, rather than on clothing and accessories; • Supports an appropriate distinction between the genders; and • Reminds students of their commitment to live by the American Heritage Mission Statement. <p>All male students at AHS are expected to wear the boys' uniform and abide by the dress and grooming standards set forth for boys, and all female students are expected to wear the girls' uniform and abide by the dress and grooming standards set forth for girls.</p> <p>Students wearing the proper uniform will be admitted to class. The uniform standard will be in place until 3:10 p.m. each school day. All non-uniform items, including but not limited to coats, jackets, sweatshirts, and hoodies, must be removed as soon as practical after entering the building, and immediately upon entering class. Personal coats or jackets may only be worn inside the building when a student is actively in the process of exiting to or entering from outside activities. Given that there is limited space for coats and jackets in the lunchroom, students who are planning to go outside during lunchtime recess may wear their non-uniform coats, jackets or sweatshirts during lunch in the lunchroom.</p> <p>We trust that students and parents will govern themselves by the spirit of the uniform policy. Many items and variations are not specifically prohibited but are outside the spirit of the policy and thus are not permitted.</p> <p>Definitions for terms used in the uniform policy:</p> <ul style="list-style-type: none"> • Conservative: Restrained; avoiding showiness • Modest: Modesty excludes short skirts, tight clothing, and other revealing attire • Non-distracting: Not drawing attention to oneself • Small: Fine, minute, diminutive, slender, thin, little, of small diameter • Subtle: Fine, thin, delicate, slight, faint, refined, difficult to perceive 	<ul style="list-style-type: none"> • Clothing should fit appropriately (neither tight nor baggy). • Pants on boys and young men should be conservative in style and not tight or slim fitting. • Alterations, other than hemming, are NOT permitted! • Skirts, shifts, jumpers, and skorts on girls and young women should be modest in length and fit. The minimum length should allow for the skirt to naturally fall below the kneecap. • K-12 girls and young women must wear snug-fitting black or navy biker style shorts daily under skirts, shifts, jumpers, and skorts (except when K-6 girls wear approved leggings). Biker style shorts may not extend below the hemline of the uniform. • Undershirts and camisoles must be plain white. Undershirt sleeves may not extend beyond the cuff of the uniform sleeve. • Socks must be worn at all times. Alternatively, girls may wear tights and HS girls may wear nylons (See appropriate section for details). • Uniform approved jackets and sweaters are permitted in the building and may not be worn around the waist. • Hats and baseball caps may not be worn during school hours with the exception of a winter hat worn outside for warmth. • Clothing should be clean and well-maintained (properly hemmed, unstained, free from holes and fading, etc.). • Shirts must be tucked in at all times during school hours except during recess and when participating in outside athletic activities. <p>Please refer to the AHS website for complete information about the uniform, including full-color photos, ordering information, FAQ's, shopping lists, and the current official uniform policy.</p> <p>Primary uniform supplier for AHS: Dennis Uniforms 3560 Main Street Salt Lake City, Utah 801-287-9200 dennisuniform.com/schools/R00</p> <p>Additional uniform supplier for AHS: landsend.com</p> <p>Parent site for used uniform sales: american-heritage.org/parent-organization</p>



Elementary School Uniforms, Grades K–6

Boys' Mon-Thursday Uniform, Grades K–6	Girls' Monday-Thursday Uniform, Grades K–6
<p>Any variation of the following may be worn:</p> <ul style="list-style-type: none"> • Dennis or Lands' End navy knee-length shorts • Dennis or Lands' End navy pant (no cuff) • Dennis long sleeve polo, white or red • Dennis short sleeve polo, white or red • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS • Cub/Boy Scout uniform may be worn on Scout days • Dennis red performance polo “New” 	<p>Any variation of the following may be worn:</p> <ul style="list-style-type: none"> • Dennis Macbeth Plaid Longer Length Skort (must fall below the kneecap) • Dennis Macbeth Plaid Knife Pleated Jumper (must fall below the kneecap) • Dennis Macbeth Plaid Box Pleated Shift (must fall below the kneecap) • Dennis long sleeve polo, white or red • Dennis short sleeve polo, white or red • Dennis white Peter Pan collar blouse (long or short sleeve) • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS • Snug-fitting black or navy biker style shorts that do not extend below the hemline MUST be worn daily • Dennis red performance polo “New”
Boys' Friday Dress Uniform, Grades K–6	Girls' Friday Dress Uniform, Grades K–4
<p>Required:</p> <ul style="list-style-type: none"> • Dennis or Lands' End navy pant (no cuff) • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis solid navy tie <p>Optional:</p> <ul style="list-style-type: none"> • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS 	<p>Required:</p> <ul style="list-style-type: none"> • Dennis Macbeth Plaid Box Pleated Shift (must fall below the kneecap) • Dennis white Peter Pan collar blouse (long sleeve or short sleeve) • Snug-fitting black or navy biker style shorts that do not extend below the hemline when wearing socks <p>Optional:</p> <ul style="list-style-type: none"> • Dennis navy polyester cardigan or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS
Boys' Special Events Dress Uniform, Grades K–6 (Picture Day, ALL concerts, and devotionals)	Girls' Special Events Dress Uniform, Grades K-3 (Picture Day, ALL concerts, and devotionals)
<p>Required:</p> <ul style="list-style-type: none"> • Dennis or Lands' End navy pant (no cuff) • Dennis or Lands' End white oxford shirt with button down collar (LONG SLEEVE ONLY) • Dennis solid navy tie • Solid black or navy socks • Must rise at least 3” above the ankle <p>May be worn in class for warmth, but NOT during a Special Event:</p> <ul style="list-style-type: none"> • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS 	<p>Required:</p> <ul style="list-style-type: none"> • Dennis Macbeth Plaid Box Pleated Shift (must fall below the kneecap) • Dennis white Peter Pan collar blouse (LONG SLEEVE ONLY) • Black or navy tights (cable or opaque) <p>May be worn in class for warmth, but NOT during a Special Event:</p> <ul style="list-style-type: none"> • Dennis navy polyester cardigan or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS
Girls' Friday Dress Uniform, Grade 4–6	Girls' Special Events Dress Uniform, Grades 4-6 (Picture Day, ALL concerts, and devotionals)
<p>Required:</p> <ul style="list-style-type: none"> • Dennis Macbeth Plaid Longer Length Skort (must fall below the kneecap) • Dennis white Peter Pan collar blouse (long sleeve or short sleeve) • Snug-fitting black or navy biker style shorts that do not extend below the hemline when wearing socks • Dennis navy sweater vest <p>May be worn in class for warmth, but NOT during a Special Event:</p> <ul style="list-style-type: none"> • Dennis navy polyester cardigan or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS 	<p>Required:</p> <ul style="list-style-type: none"> • Dennis Macbeth Plaid Longer Length Skort (must fall below the kneecap) • Dennis white Peter Pan collar blouse (LONG SLEEVE ONLY) • Dennis navy sweater vest • Black or navy tights (cable or opaque) <p>May be worn in class for warmth, but NOT during a Special Event:</p> <ul style="list-style-type: none"> • Dennis navy polyester cardigan or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Spirit wear jacket – sold only by AHS

Middle School Uniforms, Grades 7-8

Boys' Mon-Thursday Uniform, Grades 7-8	Girls' Mon-Thursday Uniform, Grades 7-8
<p>Any variation of the following may be worn:</p> <ul style="list-style-type: none"> • Dennis or Lands' End navy pant (no cuff) • Dennis long sleeve polo, white or red • Dennis short sleeve polo, white or red • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Conservative tie to be worn with Dennis oxford shirt (optional) • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS • Dennis red performance polo "New" 	<p>Any variation of the following may be worn:</p> <ul style="list-style-type: none"> • Dennis Macbeth Plaid Longer Length Skort (must fall below kneecap) • Dennis Macbeth Plaid Knife Pleated Jumper (must fall below kneecap) • Dennis Macbeth Plaid Box Pleated Skirt (must fall below kneecap) • Dennis Light Navy Box Pleated Skirt (must fall below kneecap) • Dennis long sleeve polo, white or red • Dennis short sleeve polo, white or red • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS • Snug-fitting black or navy shorts that do not extend below the hemline MUST be worn daily • Dennis red performance polo "New"
Boys' Friday Dress Uniform, Grades 7-8	Girls' Friday Dress Uniform, Grades 7-8
<p>Required:</p> <ul style="list-style-type: none"> • Dennis or Lands' End navy pant (no cuff) • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis solid red tie <p>Optional:</p> <ul style="list-style-type: none"> • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS 	<p>Required:</p> <ul style="list-style-type: none"> • Dennis Light Navy Box Pleated Skirt (must fall below the kneecap) • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis navy polyester vest • Dennis red crossover tie <p>Optional:</p> <ul style="list-style-type: none"> • Dennis navy polyester cardigan or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS
Boys' Special Events Dress Uniform, Grades 7-8 (Picture Day, ALL concerts, and devotionals)	Girls' Special Events Dress Uniform, Grades 7-8 (Picture Day, ALL concerts, and devotionals)
<p>Required:</p> <ul style="list-style-type: none"> • Dennis or Lands' End navy pant (no cuff) • Dennis or Lands' End white oxford shirt with button down collar (LONG SLEEVE ONLY) • Dennis solid red tie • Solid black or navy socks • Must rise at least 3" above the ankle <p>May be worn in class for warmth, but NOT during a Special Event:</p> <ul style="list-style-type: none"> • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS 	<p>Required:</p> <ul style="list-style-type: none"> • Dennis navy box pleat skirt (must fall below the kneecap) • Dennis or Lands' End white oxford shirt with button down collar (LONG SLEEVE ONLY) • Dennis navy polyester vest • Dennis red crossover tie • Black tights (opaque only, no cable knit) <p>May be worn in class for warmth, but NOT during a Special Event:</p> <ul style="list-style-type: none"> • Dennis navy polyester cardigan or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS
Boys' P.E. Uniform, Grades 7-8	Girls' P.E. Uniform, Grades 7-8
<p>Required:</p> <ul style="list-style-type: none"> • Any approved AHS t-shirt (spirit apparel or program shirt) or Dennis white short-sleeve shirt with AHS logo • Solid navy, gray, red or black knee-length athletic shorts or sweat-pants. Small logos permitted (Black Biker shorts must be worn underneath shorts.) • Secure-fitting athletic shoes with non-marking soles • AFTERSHOOL ATHLETICS: Loose fitting athletic pants/warm-ups or sweatpants must be worn prior to and after practices and games if remaining on campus. <p>Optional:</p> <ul style="list-style-type: none"> • Ankle or athletic socks (logos are permitted) 	<p>Required:</p> <ul style="list-style-type: none"> • Any approved AHS t-shirt (spirit apparel or program shirt) or Dennis heather gray short-sleeve shirt with AHS logo • Solid navy, gray, red or black knee-length athletic shorts or sweatpants. Small logos permitted (Black Biker shorts must be worn underneath shorts.) • Secure-fitting athletic shoes with non-marking soles • AFTERSHOOL ATHLETICS: Loose fitting athletic pants/warm-ups or sweatpants must be worn prior to and after practices and games if remaining on campus. <p>Optional:</p> <ul style="list-style-type: none"> • Ankle or athletic socks (logos are permitted)

High School Uniforms, Grades 9–12

Boys' Mon-Thursday Uniform, Grades 9–12	Girls' Mon-Thursday Uniform, Grades 9–12
<p>Any variation of the following may be worn:</p> <ul style="list-style-type: none"> • Dennis or Lands' End navy or khaki pant (no cuff) • Dennis long sleeve polo, white, red, green, or navy • Dennis short sleeve polo, white, red, green, or navy • Dennis white or blue oxford shirt with button down collar (long sleeve or short sleeve) • Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Conservative tie to be worn with Dennis oxford shirt (optional) • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy or forest green quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS • Dennis red, navy and green performance polo "New" 	<p>Any variation of the following may be worn:</p> <ul style="list-style-type: none"> • Dennis Macbeth Plaid Longer Length Skort (must fall below kneecap) • Dennis Macbeth Plaid Knife Pleated Jumper (must fall below kneecap) • Dennis Macbeth Plaid Box Pleated Skirt (must fall below kneecap) • Dennis Light Navy Box Pleated Skirt (must fall below kneecap) • Dennis Khaki Box Pleated Skirt (must fall below kneecap) • Dennis Khaki Box Pleat Gabardine Skirt 100% polyester (must fall below kneecap) • Lands' End Khaki Solid Box Pleat Skirt Below the Knee (must fall below kneecap) • Lands' End Khaki Solid A-Line Skirt Below the Knee (must fall below kneecap) • Dennis long sleeve polo, white, red, green, or navy • Dennis short sleeve polo, white or red, green, or navy • Dennis white or blue oxford shirt with button down collar (long sleeve or short sleeve) • Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis navy polyester vest, cardigan, or pullover • Dennis navy polartec vest or jacket • Dennis or Lands' End navy crew neck sweatshirt with school logo or mascot • Dennis navy or forest green quarter-zip sweatshirt • Spirit wear jacket – sold only by AHS • Snug-fitting black or navy shorts that do not extend below the hemline MUST be worn daily • Dennis red, navy and green performance polo "New"
<p>Boys' Friday Dress Uniform, Grades 9–12</p>	<p>Girls' Friday Dress Uniform, Grades 9–12</p>
<ul style="list-style-type: none"> • Dennis or Lands' End khaki pant (no cuff) • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis Albury tie • Dennis navy blazer 	<ul style="list-style-type: none"> • Dennis navy blazer • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis Albury crossover tie • Dennis Khaki Box Pleated Skirt (must fall below kneecap) • Dennis Khaki Box Pleat Gabardine Skirt 100% polyester (must fall below kneecap) • Lands' End Khaki Solid Box Pleat Skirt Below the Knee (must fall below kneecap) • Snug-fitting black or navy shorts that do not extend below the hemline MUST be worn daily
<p>Boys' Special Events Dress Uniform, Grades 9–12 (Picture Day, ALL concerts, and devotionals)</p>	<p>Girls' Special Events Dress Uniform, Grades 9–12 (Picture Day, ALL concerts, and devotionals)</p>
<ul style="list-style-type: none"> • Dennis or Lands' End khaki pant (no cuff) • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis Albury tie • Dennis navy blazer • Solid black, navy, dark brown or khaki socks • Must rise at least 3" above the ankle 	<ul style="list-style-type: none"> • Dennis navy blazer • Dennis or Lands' End white oxford shirt with button down collar (long sleeve or short sleeve) • Dennis Albury crossover tie • Dennis Khaki Box Pleated Skirt (must fall below kneecap) • Dennis Khaki Box Pleat Gabardine Skirt 100% polyester (must fall below kneecap) • Lands' End Khaki Solid Box Pleat Skirt Below the Knee (must fall below kneecap) • Tan or skin-toned nylons • Snug-fitting black or navy shorts that do not extend below the hemline MUST be worn daily
<p>Boys' P.E. Uniform, Grades 9–12</p>	<p>Girls' P.E. Uniform, Grades 9–12</p>
<p>Required:</p> <ul style="list-style-type: none"> • Any approved AHS t-shirt (spirit apparel or program shirt) or Dennis white short-sleeve shirt with AHS logo • Solid navy, gray, red or black knee-length athletic shorts or sweatpants. Small logos permitted (Black Biker shorts must be worn underneath shorts.) • Secure-fitting athletic shoes with non-marking soles • AFTERSHOOL ATHLETICS: Loose fitting athletic pants/warm-ups or sweatpants must be worn prior to and after practices and games if remaining on campus. <p>Optional:</p> <ul style="list-style-type: none"> • Ankle or athletic socks (logos are permitted) 	<p>Required:</p> <ul style="list-style-type: none"> • Any approved AHS t-shirt (spirit apparel or program shirt) or Dennis heather gray short-sleeve shirt with AHS logo • Solid navy, gray, red or black knee-length athletic shorts or sweatpants. Small logos permitted (Black Biker shorts must be worn underneath shorts.) • Secure-fitting athletic shoes with non-marking soles • AFTERSHOOL ATHLETICS: Loose fitting athletic pants/warm-ups or sweatpants must be worn prior to and after practices and games if remaining on campus. <p>Optional:</p> <ul style="list-style-type: none"> • Ankle or athletic socks (logos are permitted)

Accessories, Grooming, Oxford Shirts, Grades K-12

Girls' Accessories	Girls' Grooming
<p>The standard for all accessories is small, conservative, subtle, and non-distracting.</p> <ul style="list-style-type: none"> • Hair ornaments must be Macbeth plaid or SOLID: <ul style="list-style-type: none"> ◦ Black ◦ White ◦ Brown ◦ Navy ◦ Red ◦ Gold ◦ Silver • Earrings must be a single, matching pair <ul style="list-style-type: none"> ◦ K-12 girls may wear non-dangling studs ◦ 7-12 girls may also wear simple gold or silver earrings that are smaller than one inch • Girls may wear a single necklace which should fall above the third button down on the shirt • Choker-style necklaces are not permitted • Rings are limited to one per hand • K-12 girls will be allowed to wear one bracelet (including bracelets-style watchbands) • No anklets • Scarves may not be worn in the building • Eyeglasses must have lenses and must be non-distracting <ul style="list-style-type: none"> ◦ Sunglasses may not be worn in the building • Blankets or shawls may not be worn in the building 	<ul style="list-style-type: none"> • Hairstyles should be neat and clean, • Avoid extreme and distracting hair colors and styles • Body marking is not allowed, including tattoos, washable tattoos, or marking on the skin with ink or marker • No body piercing is allowed except for a single piercing in each earlobe • K-12 girls will be permitted to wear nail polish (ALL nails must be the same color): <ul style="list-style-type: none"> ◦ No Black ◦ No neon colors ◦ No patterns or nail accessories ◦ White French tip nails are permitted • Makeup should be subtle and conservative <ul style="list-style-type: none"> ◦ No glitter
Boys' Accessories	Boys' Grooming
<ul style="list-style-type: none"> • Boys may wear a single watch • Boys may wear one ring per hand • No earrings, necklaces, bracelets, or wristbands • Boys may wear a solid black, navy, gray (non-metallic) or brown belt • Scarves may not be worn in the building • Blankets or shawls may not be worn in the building • Eyeglasses must have lenses and must be non-distracting <ul style="list-style-type: none"> ◦ Sunglasses may not be worn in the building 	<ul style="list-style-type: none"> • Boys' hair must be trimmed above the collar, leaving the ear uncovered. Hairstyles should be neat and clean • Hair should be relatively short • Sideburns must not extend below the earlobe or onto the cheek • Young men should be clean-shaven • Avoid extreme and distracting hair colors and styles • Body marking is not allowed, including tattoos, washable tattoos, or marking on the skin with ink or marker • No nail polish • No makeup • No body piercing is allowed
Grades K-12 Boys' White Oxford Dress Shirt	Special Considerations
<p>The following brands are permitted as long as they follow the guidelines stated below.</p> <p>Dennis, Lands' End, Stafford, Kirkland.</p> <p>Stafford brand may be purchased at JCPenney, and Kirkland brand may be purchased at Costco.</p> <ul style="list-style-type: none"> • An oxford shirt has a basket-weave pattern that combines two yarns woven lengthwise against a heavier yarn crosswise • Must have a button-down collar • No logos or embroidery • White only, no cream or off-white • Must be a heavily weighted fabric that is opaque • Should not be tight or form-fitting 	<p>Special considerations will be determined, as needed, by the AHS Principals and the Uniform Committee members. Please submit your request via email.</p> <p>Kinder-6th grade to Charné Adams: cadams@ahsmail.com 7th-12th grade to Liz Acuña: eacuna@ahsmail.com</p>

Shoes, Socks, Tights, Leggings, and Nylons

These items may be purchased through the vendor of your choice, but must abide by the standards stated below.

Monday-Thursday Shoes	Monday-Thursday Socks, Tights, Leggings
<p>Athletic, casual styled shoes, or flat or low heeled (less than one inch) ankle height boots must be:</p> <ul style="list-style-type: none"> Secure fitting Conservative in style and appearance Flat or low-heeled (less than one inch) Color and laces must be black, navy, brown, gray, or white Conservative accents of any color are acceptable NO rollers, lights, characters, slippers, moccasins, moccasin styles, open toes, open heels, bold or distracting designs (including plaid, checkered, polka-dot, floral, heavily striped), etc. Laces must be worn in shoes intended to have laces Snow Boots or athletic cleats should not be worn in the building, but are acceptable outside the building 9-12 Boys may wear khaki shoes 	<p>Socks (boys and girls):</p> <ul style="list-style-type: none"> Must be worn at all times Solid black, navy, gray, or white No brand logos NO stripes or patterns of any kind Knee socks acceptable for girls (plain or cable knit) <p>Socks (boys, Grades 9-12):</p> <ul style="list-style-type: none"> May also wear khaki and dark brown socks, Monday-Thursday <p>Tights (girls only):</p> <ul style="list-style-type: none"> K-6 girls may wear solid black, navy, gray, or white (cable or opaque) 7-12 girls may wear unpatterned, opaque black or navy NO stripes or patterns of any kind <p>Leggings (girls, Grades K-6 only):</p> <ul style="list-style-type: none"> Must be snug fitting and cover the ankle Solid black, navy, white, or gray Well-maintained, no holes or staining Leggings may replace the daily required shorts NO stripes or patterns of any kind <p>Nylons (girls, Grades 9-12 only):</p> <ul style="list-style-type: none"> Black, navy, or tan (skin toned) Must be waist high Well-maintained, no holes or runs
Friday Dress Shoes	Friday Dress Socks
<p>Casual or Dress styles must be:</p> <ul style="list-style-type: none"> Closed-toe, solid, dark shoes with conservative black or brown sole Black, navy, or dark brown Laces must be the same color as the body of the shoe (ie-black shoe, black laces,) No accents or additional colors Conservative in style and appearance Flat or low-heeled (less than one inch) No boots 	<p>Boys K-12</p> <ul style="list-style-type: none"> Solid black or navy socks <p>Boys 9-12</p> <ul style="list-style-type: none"> Solid black, navy, dark brown or khaki socks <p>Girls K-6</p> <ul style="list-style-type: none"> Black or navy tights (cable or opaque) Girls knee socks, black or navy, (plain or cable knit) <p>Girls 7-8</p> <ul style="list-style-type: none"> Navy and black tights (opaque only, no cable knit) <p>Girls 9-12</p> <ul style="list-style-type: none"> Tan nylons Navy or black tights (opaque only, no cable knit) Socks or footlets must still be worn
Special Event Dress Shoes (Picture day, ALL concerts, & devotionals)	Special Event Dress Socks (Picture day, ALL concerts, & devotionals)
<p>Dress shoe styles must be:</p> <ul style="list-style-type: none"> Formal DRESS shoes (no athletic shoes) Solid, dark shoes with conservative black or brown sole Black, navy, or dark brown Laces must be the same color as the body of the shoe (ie-black shoe, black laces,) No accents or additional colors No contrasting stitching Conservative in style and appearance Flat or low-heeled (less than one inch) No boots 	<p>Boys K-12</p> <ul style="list-style-type: none"> Solid black or navy socks Must rise at least 3" above the ankle <p>Boys 9-12</p> <ul style="list-style-type: none"> Solid black, navy, dark brown or khaki socks <p>Girls K-6</p> <ul style="list-style-type: none"> Black or navy tights (cable or opaque) <p>Girls 7-8</p> <ul style="list-style-type: none"> Black tights (opaque only, no cable knit) <p>Girls 9-12</p> <ul style="list-style-type: none"> Tan or skin-toned nylons
Shoes	Outdoor Shoes
<ul style="list-style-type: none"> Secure fitting with non-marking soles Appropriate and comfortable for athletic activities Suitable for both indoor and outdoor use All colors are acceptable 	<ul style="list-style-type: none"> Athletic cleats/Snow boots of any kind are not allowed in the building but may be changed into for outdoor use

CHARACTER

Developing hearts centered in Christ, influenced by example and refined through experience.



SCHOLARSHIP

Inspiring minds through transformational teaching and learning in the light of the restored gospel.



LIBERTY

Choosing moral self-government as the foundation of thriving individuals, families and communities.

