



American Heritage School
FOUNDATIONS GUIDE
2020-21





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 *Foundations Guide* presents the essential elements of our culture, philosophy, and methods—what we refer to as our “**Foundations**”—including our history, Mission Statement, Seven Principles of Personal and Civil Liberty, curriculum, classroom and home applications for our teachers and parents, and more.

In the ***Mission Statement and History of the School*** section you will learn about the unique founding of American Heritage School, its mission and purpose, and how that legacy has been sustained and strengthened over the school’s fifty-year history.

In the ***Foundational Principles*** section you will be introduced to “The Seven Principles of Personal and Civil Liberty” that we use to teach the elements of liberty through Christ and the legacy of “just and holy principles” (D&C 101:77) embedded in America’s constitutional history.

In the ***Foundational Methodologies*** section you will be introduced to the 4-R Method and the Principle Approach along with their specific methodological practices designed to fulfill the purpose of education described by President David O. McKay: “the application of knowledge to the development of a noble and Godlike character.”

In the ***Foundational Pedagogy*** section you will be guided through the principles and practices that flow from what the Foundation for American Christian Education calls “The Christian View of the Child.” We see in children their divinity and majesty, and it is through that lens that all instruction and discipline is administered at American Heritage School.

In the ***Curriculum Scope and Sequence*** section you will find a curricular map outlining the specific focus areas for each grade level K–12.

This is followed by sections providing ***Parent Resources*** with specific instructions regarding the school schedule and uniform policy, and ***Teacher Resources*** with instructions and material specifically oriented to teachers.

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

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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 another inspiring school year as we learn together “by study and also by faith” (D&C 88:118)!

Sincerely,



Grant Beckwith
Principal



Charné Adams
Assistant Principal, K-6



Elizabeth Jacob Acuña
Assistant Principal, 7-12



Blaine Hunsaker
Assistant Principal,
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Character › Scholarship › Liberty

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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.



History of American Heritage School

Fifty years ago, a group of families gathered to begin the first year of American Heritage School. They were small in number but had a bold vision – to create a school where children’s academic learning could be bathed in the light of the Restored Gospel, grounded in a love for the principles of liberty and faith in Jesus Christ. The previous year, BY-High in Provo, also known as the BYU Training School, had closed its doors. With nowhere to send their children to receive an education grounded in faith, Verlan and Shirley Andersen and a small group of devoted friends took steps into the darkness, intent on establishing a school where such an education would be possible. When they were made aware of an old Latter-day Saint Chapel in Pleasant Grove that was up for sale, they knew Providence had opened the way.

The summer before the school opened, they worked to turn an old church building into a school, knocking down walls, creating classrooms and even putting together a makeshift playground. When founders Verlan and Shirley Andersen learned that numerous books from a school district in Phoenix, Arizona had been discarded in a dry river bed, they rented a large trailer, drove to Phoenix, then returned with the books to fill the school’s old green book shelves.

In the Fall, of 1970, with an enrollment of 85 students, in an old, run down building, with discarded books, and very little money, the vision took root. All material indications suggested there was no reason such a vision could be realized. But from the beginning, it was clear that the spirit of sacrifice would bring forth the blessings of Heaven. The devotion of those first teachers – Shirley Andersen, Glenna Peterson, Mabel Barlow, Velma Keith, Geneve Cornell, and Kay Asay came with personal risk, and great personal sacrifice. Many times, after the other expenses of the school were paid, there was not enough to meet payroll. But they consecrated their time, hearts, and minds to enlighten the hearts and minds of children, instilling in them a love for Christ and His liberty, believing that nothing else could matter more. It was that sacrifice that laid the foundation for what the school is today.



In the early 1990s, the way was opened for this fledgling school to have its roots more securely deepened and expanded. As a student at Brigham Young University, Gaylord Swim had been profoundly influenced by the teachings of professor, Verlan Andersen, which resonated with the truths of liberty planted in his heart by his own parents. Years later, when asked if he might join the board of American Heritage School, Gaylord accepted. From that point on, the vision, capacity, and goodness of Gaylord and Laurie Swim secured a future for American Heritage School that could only have been dreamed of by that first generation of founders. When Gaylord Swim passed away from brain cancer in 2005, Laurie continued the magnificent legacy they had founded together.

That legacy became available to a worldwide community when in 2012 the Family School was released. Verlan Andersen and Gaylord Swim both held close a vision of education centered in the home, where parents could be given the resources needed to make their homes bastions of faith and learning. With online educational resources for children from kindergarten to 12th grade, the Family School provides families worldwide access to the transformational methodology and principle-based curriculum experienced by students on this campus.



Statement of Educational Philosophy

American Heritage School focuses on three areas of education—Christian Character, Scholarship, and Liberty.

Character › Scholarship › Liberty

Christ-like Character—

The primary focus of all teaching and learning at American Heritage School is to help students develop hearts centered in Christ, influenced by His example, and refined by application of His truths in their lives. Teachers, staff and administrators are charged with being living examples of Christian discipleship by receiving the gift of His atoning power in our lives. This primary focus recognizes the essential role of the Holy Ghost to illuminate all learning through the light of Christ, and enable the conversion process through which His truths become woven into our lives.

Scholarship—

American Heritage School provides a rigorous academic experience with a restored-gospel perspective. 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 learning. We use best-practice teaching methods to stimulate curiosity, challenge assumptions, and allow students to think and act for themselves. Faith is not an excuse or substitute for poor research or reasoning but deepens and expands the need and desire for the hard and careful work that is essential to understand, apply, and internalize truth.

Liberty—

The third primary focus, which is a result of Christ-like character and Christian scholarship, is grounded in the truth that God has given each of us the freedom to experience liberty and eternal life through Christ and his teachings, or captivity and death through disobedience to those teachings. We invite students to experience liberty through Christian self-government, recognizing that personal and civil liberty can only exist when there is adherence to moral law by self-governed individuals. By carefully studying the founding principles of America and the lives of the founding fathers and mothers, students learn the importance of moral self-government and why it is essential to lasting liberty.

“Now the *Lord* is that Spirit: and where the *Spirit* of the Lord is, there is *liberty*.”

-2 Corinthians 3:17



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.

Parents have the primary responsibility for the education of their own children, and the school exists only to assist them in performing their duty. 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.

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

American Heritage School is not sponsored by, endorsed by, or affiliated with The Church of Jesus Christ of Latter-day Saints 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.



Foundational Principles

The Seven Principles of Personal and Civil Liberty

Underlying the purposes of American Heritage School is the foundational understanding that the great Cause of Christ is the eternal liberty of the children of God. This is clearly described by the prophet Lehi in 2 Nephi 2:27:

“And the Messiah cometh in the fulness of time, that he may redeem the children of men from the fall. And because they are redeemed from the fall they have become free forever, knowing good from evil; to act for themselves and not to be acted upon...And they are free to **choose liberty and eternal life, through the great Mediator of all men**, or to choose captivity and death...”

In President Gordon B. Hinckley’s words, “There is another war that has gone on since before the world was created...It is the war between **truth and error**, between **agency and compulsion**, between the **followers of Christ and those who have denied Him**. His enemies have used every stratagem in that conflict...to thwart the work of Christ.” From this description we learn that the cause of Christ is the cause of truth over error, agency over compulsion, enabling our eternal liberty. Jesus Christ is the “Author of Liberty.”

American Heritage School recognizes that in the grand story of liberty, Jesus Christ ordained that the United States of America become a nation wherein eternal principles of liberty could be enshrined in its creation. In Doctrine and Covenants 101, the Lord speaks of “the laws and constitution of the people, which I have suffered to be established, and should be maintained for the rights and protection of all flesh, according to just and holy principles; . . . And for this purpose have I established the Constitution of this land, by the hands of wise men whom I raised up unto this very purpose.”

Those principles established a government which “derives its just powers from the consent of the governed.” The “just powers” of this government exist to secure the God-given rights of life, liberty, and property, so that each can exercise moral agency, and be accountable before God for their decisions and actions. Religious freedom was established as the “first freedom,” the freedom which relies upon and reinforces all other core liberties essential to protecting the moral agency of each person. In a nation protecting the God-given rights of all, the house of the Lord could be “established in the top of the mountains,” and the gathering of Israel through the restoration of the Gospel could proceed.

John Quincy Adams, our 6th President, articulated this very purpose in a speech commemorating the 4th of July, in 1837. “Why is it that, next to the birthday of the Savior of the world, your most joyous and most venerated festival returns on this day [the Fourth of July]? Is it not that, in the chain of human events, the birthday of the nation is indissolubly linked with the birthday of the Savior? That it forms a leading event in the progress of the Gospel dispensation? Is it not that the Declaration of Independence first organized the social compact on the foundation of the Redeemer’s mission upon earth? That it laid the cornerstone of human government upon the first precepts of Christianity, and gave to the world the first irrevocable pledge of the fulfilment of the prophecies, announced directly from Heaven at the birth of the Savior and predicted by the greatest of the Hebrew prophets six hundred years before?” -- John Quincy Adams

At American Heritage School, The Seven Principles of Personal and Civil Liberty are foundational principles focused on across the curriculum to inculcate an understanding of liberty through Christ, and the legacy of “just and holy principles,” that are part of our American heritage.



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.



American Heritage School gratefully acknowledges the Foundation for American Christian Education for publishing "The Seven Principles," which inspired this document.



Principle Focus (by grade level)

Grade	The Principles of Personal and Civil Liberty
Kindergarten	Divine Identity and Purpose. Introduction to the concept of a timeline. Introduction and overview of all 19 links.
1st Grade	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	Liberty through Christian Self-Government.
3rd Grade	America's history of Christlike Character.
4th Grade	Fullness of Liberty through Unity with God and Man
5th Grade	Cultivating Self-Government in Others.
6th Grade	Review all 7 principles. Survey of the Ancient, Middle, and Medieval History & Geography: Creation to the Reformation (A.D. 1500s).
7th Grade	Review all 7 principles. A Survey of Modern History: Reformation (A.D. 1500s) to (A.D. 1500s) to Restoration.
8th Grade	Review all seven principles. Rudiments of America's Christian history and government
9th Grade	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.

Classroom Constitutions

The Seven Principles of Personal and Civil Liberty provide the foundation for a focus on Christian Self-Government as the guide for classroom discipline. Consistent with that focus, each class creates their own classroom constitution every year to define the laws and principles by which they will govern their class for that year. This constitution serve as a “compact” made with one another and their teacher whereby the rule of law is established as a living guide within their classrooms.



SAMPLE CLASS CONSTITUTIONS

Guiding Principles

- 1. LOVE** everyone, including myself; look around and **be helpful.** 
-  **2. Listen** to others and **respect** them. Include myself and others.
- We **give of our best** every day and we **care**  **for** the things around us.

Class Constitution 2014 – 2015

We, the truth-loving scholars of Mrs. Updike’s Seventh Grade Class, strive for excellence in our efforts, choices and responsibilities to establish the Kingdom of God on earth.

Our philosophy is to go about doing our Father’s business as Christ did. Jesus Christ spent His entire life serving others; if we do this, our classroom will become a cleaner and happier environment.

We learn the Seven Principles of our School:
 God’s Principle of Individuality
 The Christian Principle of Self-Government
 America’s Heritage of Christian Character
 Conscience is the Most Sacred of All Property
 The Christian Form of Our Government
 How the Seed of Local Self-Government Is Planted Locally
 Unity with Union

As we study these Principles, we learn that we are special in the sight of God, we learn to follow our conscience, and we learn to be unified as a class and as a School. We also learn to become more in tune with the Spirit of God which helps us to hold fast to the iron rod!

We, as scholars of American Heritage School, will establish Jesus Christ as our First Cause through obedience, compliance and submission to all teachers, parents and administrators.

As scholars of the God’s Word, we will strive to live by the correct methods that we have been taught. These methods are: 4R-ing, Governmental Thinking, Word Studies, Notebooks Memorization and Character Charts. These methods we will use throughout our daily activities

As we diligently strive to be scholars of the Abrahamic Covenant by pondering and applying the truths of providential History, Language and Literature, we will better prepare ourselves for our future mission in God’s eternal Plan of Salvation.

We, therefore, as scholars of American Heritage School, do strive to make those choices that will add to the glory of God and show our devotion to our Lord and Savior, Jesus Christ.
 Let it so be, Amen!

Kindergarten Classroom Constitution

- 1. I will invite the spirit into the classroom.**
- 2. I will obey my teacher at all times.**
- 3. I will govern myself and respect my classmates.**
- 4. I will be a good steward over my property and the school.**
- 5. I will do my best at all times.**

Student Signature

Parent Signature

Our Class Constitution



We whose names are underwritten, the students of Mrs. Coy’s 5th Grade Class of 2015-2016, having undertaken, for the glory of God, do mutually in the presence of God, and one another, covenant and combine ourselves into a united body for advancement in our pursuit of self government and lifelong learning by pledging to do the following:

<i>Work Hard</i>	<i>Live by Truth</i>	<i>Have Humility</i>
<i>Serve Others</i>	<i>Be Obedient</i>	<i>Finish our Work</i>
<i>Seek Knowledge</i>	<i>Respect Everyone</i>	<i>Take Turns</i>
<i>Protect the Weak</i>	<i>Help Each Other</i>	<i>Be Happy</i>
<i>Promote the Peace</i>	<i>Support Each Other</i>	<i>Raise our Hands</i>
	<i>Live the Golden Rule</i>	

In witness whereof we have hereunder subscribed our names on the 17th of September 2015.

Mrs. Coy
 Lexi Madala
 Besson Christiansen
 Becca Rose
 Annika Southern
 Alyssa
 Allen LeSueur
 Shane Willes
 Elina Kihlback
 Kenya Clark

Anthems of Liberty

Children at American Heritage School are nurtured at every grade in a love for the great anthems of liberty that are part of our American Heritage, as well as recitations and poetry that reflect and instill a love for that heritage. During the daily devotional period, students recite the Pledge of Allegiance. They also participate in singing the National Anthem including the first and third verses on a regular basis. Across the curriculum they are exposed to a range of American patriotic songs which they participate in singing. Our own school song, "Children of Liberty," which they sing throughout their experience at American Heritage reflects our deep commitment to the Cause of Christ, eternal liberty for all of God's children.



Children of Liberty

Children of liberty, learn from the past;
Truth, honor, charity, this is our task.
Our fathers gave to us this land unwall'd.
To grow and joy therein and serve our God.

Children of liberty, now visions come.
Live your life carefully, obey the Son.
Be to your brothers a measure that's true.
Give to them willingly God's love through you.

Children of liberty, day-light is low;
Darkness and storm converge, let your ray glow.
Present and past are yours to live a-new;
Prepare for Christ to come in all you do.



Star-Spangled Banner

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...."

Note: Verses 1 & 3 are used when singing the Star-Spangled Banner



Self-Government

The principle of Christian Self-Government is the guiding approach to all classroom discipline management. The principle recognizes that liberty is the result of choosing to be self-governed by the truths of Christ. In the classroom, this is reflected in how children are taught to behave, as well as children developing a sense of responsibility 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." This principle provides the foundation for classroom management and discipline.

The principle of self-government is the underlying purpose for the Honor Code to which students commit when admitted to the school. Adherence to the Honor Code is based in the truth that the ability 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. When a love for these principles is developed through practicing them, and developing a love for Him, they can become the governing guide for a student's life, and the source of increased liberty and capacity. Christianity is the religion of liberty, preserved by self-government.

The Honor Code is founded in the two great commandments articulated by the Savior. 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



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.”**

All 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.



Foundational Methodologies

The foundational principles, methodologies, and curricula of American Heritage School are consistent with widespread understanding of best practices in education that lead to transformational scholarship. These best practices include: critical thinking, citizenship, global competence, creativity, and collaboration. In addition, American Heritage places a focus on Christ at the center of all learning.



The Six "C"s of TRANSFORMATIONAL SCHOLARSHIP at American Heritage School



COLLABORATION

Synergy resulting from collaborative experiences elevates individual development and expression.

- All-Participation Athletics, Choir, & Orchestra
- Literature Circles ★ Gallery Walks
- Student Groups:** Robotics, Coding, Chess, Reading, Spanish
- Senior Trip & Service Projects
- Jigsaw Teaching Method
- Student-Directed Inquiry
- Project-Based Learning
- Student Government
- Student Peer Tutoring
- Science of Happiness
- Fishbowl Discussions



CHRIST-CENTERED APPROACH

Jesus Christ is the standard of character, source of all truth and the foundation of teaching at American Heritage School.

Principle Approach Methodology in All Subjects

- Daily Class Devotionals:** Prayer, Scripture Study, Sacred Music, Teachings of the Living Prophets
- Biblical Biography Research Paper
- Weekly Scripture Memorization
- Annual Grade-Level Devotionals
- "The Living Christ" & "Proclamation on the Family"
- Master Project ★ Ancestor Reports
- This I Believe ★ Enoch & Angel Letters

- Honor Code:** For the Strength of Youth
- Providential Timelines
- Senior Reflection Essays



CRITICAL THINKING

Methodologies centered on critical thinking processes and skills enable the academic excellence necessary for transformational scholarship.

- Grammar Focus:** Etymology, Sentence Diagramming
- Research, Reason, Relate, Record Methodology
- Word Studies:** Noah Webster 1828 Dictionary
- Blueprint Structure Writing Curriculum
- AP Classes/AP Capstone ★ Socratic Method
- Free & Open Inquiry ★ Logic & Fallacies
- Scientific Method Including Science Fair
- ACT Prep ★ History Research Project
- Student TED Talks ★ Senior Thesis
- Literary & Rhetorical Analysis Including Shakespeare
- Stock Market Simulation



CITIZENSHIP & PATRIOTISM

America's heritage of Christian character provides the model of public and civic virtue to develop responsible citizenship.

- Great American Documents Memorization
- 7 Principles of Personal & Civil Liberty
- Constitutional Convention Re-Enactment
- State Capitol Visit ★ Living Wax Museum
- Patriotic Program ★ Patriotic Essay
- Veteran's Day, Constitution Day, & Columbus Day Celebrations
- Providential View of History
- Principles of Leadership Course
- Freedom Festival Essays
- Crossing the Delaware



CULTIVATING GLOBAL COMPETENCY

Understanding languages, cultures, perspectives, and histories of peoples throughout the world magnifies individual potential by enabling unity with God and our fellowmen.

- World Languages Program ★ Hunger Banquet
- Service Club & International Service Trips
- After School Elementary Spanish
- International Cultural Celebrations
- International Student Program
- World History & Impact Studies
- Butterfly Research Experience
- International Biographies
- Constitutional Studies
- Geography Studies
- The Amazing Read



CREATIVITY

Each child of God has a unique divine purpose nurtured through creative expression in multiple modalities and genres.

- Notebook Methodology ★ Celebrations of Learning
- Journalism & Student-Designed Yearbook
- 3-D Models – Seven Wonders of the World
- Drama Programs Including Shakespeare Week & Improvisation
- Experiential Learning Week
- Journal Writing & Orthography
- Art Showcases ★ Dance Showcases
- Re-Enactments ★ Poetry
- Creative Writing Instruction
- Multi-Level Choir & Orchestra
- The Stories We Tell Ourselves

The Principle Approach

All learning at American Heritage School is grounded in **The Principle Approach**, a methodology designed to enable students to thoroughly **research** a subject area, **reason** out the principles of truth in that subject area, **relate** those principles of truth to their own lives as well as other subject areas, and to record their learnings of those principles of truth.

The Principle Approach® methodology was developed by the Foundation for American Christian Education (FACE) as an approach in which knowledge is applied to scriptural principles in order to elucidate the truths that govern that subject area, and to allow those truths to be related to other knowledge as well as the life of the student. The school has adapted the Principle Approach® to include the scriptural sources of the Church of Jesus Christ of Latter-day Saints: the Bible, the Book of Mormon, the Doctrine and Covenants, Pearl of Great Price, and published writings of prophets and apostles.

The Principle Approach® enables fulfilment of the fuller purposes of education articulated by President David O. McKay. (Conference Reports, April 1968, pp. 93-94).

Noah Webster described this as the primary purpose of education in the first American Dictionary of the English Language published in 1828, at the time of the Restoration:

“Education comprehends all that series of instruction and discipline which is intended to: enlighten the understanding, correct the temper, form the manners and habits of youth and fit them for usefulness in their future stations.” (Webster's Dictionary 1828)



Gaining knowledge is one thing, but applying it is quite another. Wisdom is the right application of knowledge, and true education – the education for which the Church stands – is the application of knowledge to the development of a noble and Godlike Character.

- David O. McKay

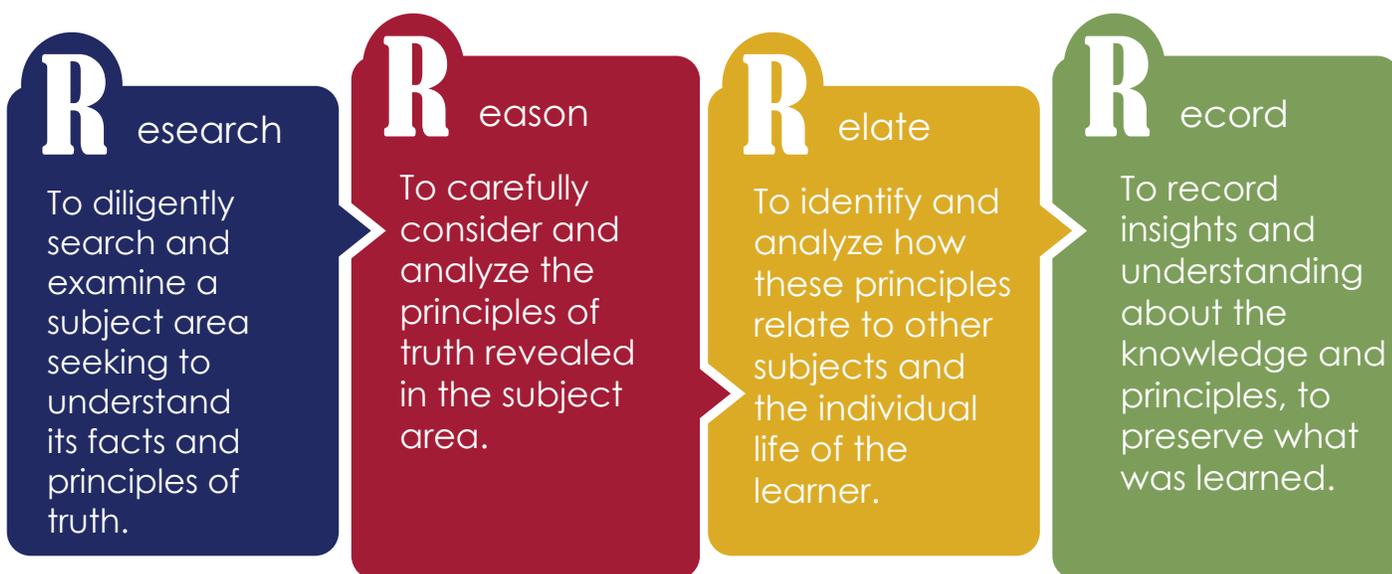


Implementing The Principle Approach

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

The 4R methodology is designed to facilitate transformational scholarship through a process of carefully examining a subject area, then identifying, analyzing, and applying principles of truth.

This methodology enables the ultimate aim of education: careful learning of the mind is informed by and internalized by the heart, and applied in the formation of character.



RESEARCH

Research involves diligent searching and examination of a subject area to acquire knowledge of the facts and principles that govern that subject area. This process is undergirded by careful study of the scriptures to learn the principles of truth revealed by God, that are inherent to every area of study. Noah Webster' 1828 Dictionary defines this term as, "To diligently inquire and examine in seeking facts and principles." Research draws on original sources as well as other appropriate sources, including the scriptures. Jesus taught, "Search the scriptures; in them ye think ye have eternal life; and they are they which testify of me" (John 5:39).

REASON

Reason involves critically thinking to deduce and infer principles of truth from the knowledge obtained through Research. The revealed word of God provides the guide for identifying and discerning principles of truth in each subject area. Noah Webster's 1828 Dictionary defines the term as, "To deduce inferences justly from the premises. A faculty of mind by which it distinguishes truth from falsehood, and good from evil, and which enables the possessor to deduce inferences from facts or from propositions." This requires careful consideration, thoughtful pondering, and frequent reflection on the principles that govern and are demonstrated in the subject.

RELATE

To Relate involves drawing connections and applying the knowledge and principles learned in one context to other contexts, including and especially one's own life. In the process of relating, students both practice and experience the knowledge and principles learned, allowing them to have a personal relationship with the subject and its underlying principles. As defined by Noah Webster, to relate is to "tell or recite, to apply fact and truth to life and knowledge; to lay open the meaning; to make clear to the understanding" Any education is incomplete unless it includes the vital element of what a listener can and should do with the knowledge and principles learned. Relating is based in the truth that the purpose of education is to help students not just know, but to "become."

Research Examples

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

Reason Examples

- Critical thinking
- Discerning principles of truth
- Careful consideration
- Thoughtful pondering
- Reflection on principles

Relate Examples

- Relating to emotions
- Relating to experiences
- Relating to senses
- Comparing what you learn to what you know
- Thoughtful pondering
- Explain why two patterns match



RECORD

To Record means to account for and elucidate the knowledge and principles learned in a way that preserves the learning. As defined by Noah Webster, to record is, "To write a regular, authentic, official copy for preservation of what was studied." When students record the information learned, the understanding gained, and the insights developed in the process of learning about a subject area, they are able to make that learning their own possession. The process of recording develops thinking and communication skills while helping 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."

Record Examples

- Artwork
- Writing on paper/device
- Whiteboards
- Sing or compose a song
- Share impressions of the heart
- 3D model
- Text/email/blog
- Take photos/videos
- Poetry
- Play/puppet show



Pinciples 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



Devotionals

Daily devotionals in each class are a foundational practice that strengthens the researching and reasoning process by focusing students on principles revealed in the scriptures. Each grade focuses on one specific standard work of scripture as outlined in the chart below. In a daily devotional, students and teachers often sing a hymn, recite a memorization, then study and discuss a section of the scriptures. This daily practice strengthens students' capacity to research and reason from the scriptures, then to apply principles learned through that study. Most often, devotionals occur at the beginning of the day, and for high school students additional time is woven into the first period for this purpose. By middle and high school, students often direct devotionals and lead the research, reasoning, and relating discussions

The "recording" process of the devotional is reflected in an annual "Devotional Program" in which students formally share the knowledge learned from their daily devotionals including insights, memorizations, and factual learning in a program performed for the school community. All grades K-8 plan and perform one grade level/class devotional each year. These become a precious method for imprinting scriptural learning deeply in the mind and heart, and witnessing of the truths learned for the benefit of others.

Scripture Focus

Grade	Scripture Focus During Devotional Times
Kindergarten	Book of Mormon
1st Grade	Doctrine and Covenants
2nd Grade	Old Testament
3rd Grade	New Testament
4th Grade	Book of Mormon
5th Grade	Doctrine and Covenants
6th Grade	Old Testament
7th – 8th Grades	Book of Mormon, Selected Readings
9th – 12th Grades	Church Publications, Scriptures



Using a Timeline to Teach *“His” story*

Timelines are a foundational methodology used at American Heritage School to help students visualize and internalize the sequencing of historical events, and the providential hand of God in history, “His-story.” In every classroom, a timeline of key historical events is placed where students can easily see it, so that it may be referred to in the teaching of all subjects. Children first learn the idea of chronological sequence of events as a preliminary step for the understanding of and memorizing of dates later. Learning and visualizing the sequence of events strengthens children’s capacity to reason from cause to effect and distinguish between the important and the inconsequential.

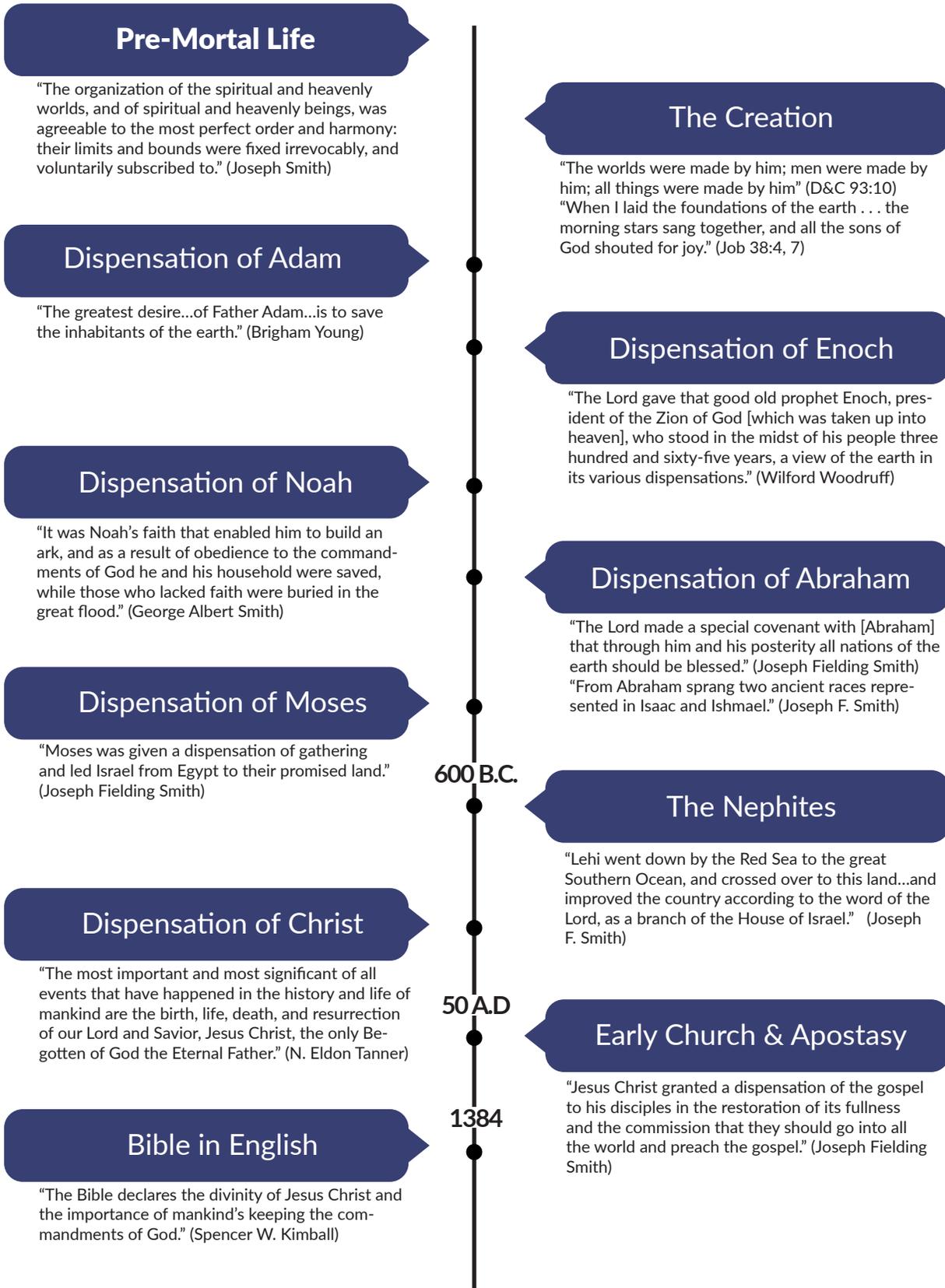
Timelines reflect the creativity and focus of the teacher, but all have the same 19 links or “memory guideposts” represented. This allows teachers to highlight the unique characters and events that are part of their particular curriculum within the sequence of 19 key events that the students are already familiar with.

These nineteen major events, characters, or links on what is termed “The Chain of Liberty through Christ” have been selected to study and illustrate God’s dealings with His children from Creation to the present. 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. The mortal life of Jesus Christ (his birth, death, and resurrection) is the focal point of all history and is highlighted in some way on each timeline.

As teachers introduce new material, they are encouraged to have students quickly draw a timeline in their notes with key links and place the character or event being studied on the timeline in a different color. Across the years of elementary education, students master the chronology of the “Chain of Liberty through Christ” and are able to place all other historic information within those “memory pockets,” discerning how they contributed to or hindered the spread of God’s liberating truths. God’s plan for internal and external liberty is visually and permanently recorded in their brains!



“His” story **TIMELINE LINKS**





Columbus

"God inspired 'a man among the Gentiles' (1 Nephi 13:12) who, by the Spirit of God was led to rediscover the land of America." (Ezra Taft Benson)
"Our Lord unlocked my mind, sent me upon the sea, and gave me fire for the deed." (Christopher Columbus)

1492

Pilgrims - American Christian Founding

"The hand of the Almighty was manifest on this continent even before the United States of America came into being. Before even disembarking from the Mayflower...our Pilgrim fathers drafted and signed the Compact that became the instrument of their governance." (Gordon B. Hinckley)

1620

Constitution- American Christian Republic

"Next to being one in worshipping God, there is nothing in this world upon which this Church should be more united than in upholding and defending the Constitution of the United States." (David O. McKay)

1787

Joseph Smith - Dispensation of the Fullness of Times

"[The Restoration] ranks among the most important events ever to have transpired since the death of Jesus and his Apostles in the meridian of time." (Howard W. Hunter)

1820

Enlightenment and Secularization of America

"I believe that the appearance of God the Father and His Son, the Lord Jesus Christ, in 1820 to Joseph Smith unlocked the heavens not only to the great spiritual knowledge revealed in this dispensation but also to secular knowledge." (James E. Faust)

1800'S
1900'S

Gathering and Building Zion

"The prophets likened latter-day Zion to a great tent encompassing the earth. That tent was supported by cords fastened to stakes. Those stakes, of course, are various geographical organizations spread out over the earth. Presently, Israel is being gathered to the various stakes of Zion." (Ezra Taft Benson)

NOW

My Place in God's Plan

"The Lord has chosen a small number of choice spirits of sons and daughters out of all the creations of God, who are to inherit this earth; and this company of choice spirits have been kept in the spirit world for six thousand years to come forth in the last days to stand in the flesh in this last dispensation of the fullness of times, to organize the kingdom of God upon the earth, to build it up and to defend it." (Wilford Woodruff)

NOW

Second Coming and Millennium

"If we are living right, doing our work...[and] keeping our covenants, we are doing the work of God and accomplishing His purposes, and we will be prepared for the time when Jesus the Son of God will come in honor and glory." (Lorenzo Snow)

NOW

"Then will begin the great Millennium, a period of a thousand years when Satan shall be bound and the Lord shall reign over his people." (Gordon B. Hinckley)

Memorizations

Memorization is a foundation methodology used at American Heritage School to develop in students the art of recording in the mind an understanding and exact articulation of any principle or idea. The purpose of memorization is to engrave inspired articulations of truths in the mind of a child, and enable them to store up within them scriptures, poems, quotes, or other information that will become useful to them in building the kingdom of God on earth. Memorizations will serve children throughout their lives by strengthening their capacity to “learn by heart.” As articulated by Susan Tanner, 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).

Memorizations facilitate that process of internalizing articulate descriptions of truth that can be drawn upon by the heart. The following chart provides a listing of some of the memorizations done in each grade.

ELEMENTARY SCHOOL					
KINDERGARTEN					
<ul style="list-style-type: none"> • First Article of Faith • <i>Starting with Me</i> • <i>I Am a Child of Royal Birth</i> • Second Article of Faith • Psalm 100 • <i>What Can I Give Him?</i> • <i>Kind Deeds</i> • James 1:5 • 1 Nephi 3:7 • <i>Columbus</i> • Mosiah 2:17 • Alma 32:31 • <i>Precious Stones</i> • <i>Hearts Like Doors</i> 					
FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<ul style="list-style-type: none"> • <i>The Swing</i> by Robert Louis Stevenson • <i>Praise for Creation</i> by Isaac Watts • <i>The Lamb</i> by William Blake • Matthew 22: 37-39 • D&C 6:36 • D&C 58: 27 • 5th Article of Faith • D&C 18:10 	<ul style="list-style-type: none"> • Ephesians 6:11 • Psalm 23 • <i>The Creation Poem</i> • 2 Nephi 32 • <i>Christopher Columbus</i> by Laurie Stevens • <i>Little Crocodile</i> by Lewis Carroll • <i>Song</i> by Eugene Field • The Ten Commandments • 1 Samuel 16:7 • 2 Nephi 31:20 • Preamble to Declaration of Independence 	<ul style="list-style-type: none"> • President Hinckley “Be’s” • Bach quote • D & C 136:28 • Isaiah 9:6 • Emily Dickinson quote • William Bradford quote • Chinese Proverb • Moroni 7:45, 47 	<ul style="list-style-type: none"> • Proverbs 3:5 • <i>The Village Blacksmith</i> • Mosiah 3:19 • 2 Nephi 32: 3 • The Ten Commandments • Johnny Tremain quote • Secret Garden quote 	<ul style="list-style-type: none"> • D&C 121:7-8 • <i>The Road Not Taken</i> by Robert Frost • Preamble to the Declaration of Independence • Preamble to the Constitution • D&C 14:7 • Christmas Bells • Gettysburg Address • D&C 101:79-80 • <i>Captain, My Captain</i> by Walt Whitman 	<ul style="list-style-type: none"> • Helaman 5:12 • 7 Principles • AHS Mission Statement • <i>’Twas the Night Before Christmas</i> • Ephesians 6:11-13 • Ephesians 6:14-17 • <i>The Living Christ</i> by the First Presidency
MIDDLE AND HIGH SCHOOL					
SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
<ul style="list-style-type: none"> • Proclamation on the Restoration • Joseph Smith’s First Vision excerpts 	<ul style="list-style-type: none"> • Proclamation on the Family 	<ul style="list-style-type: none"> • <i>Invictus</i> • <i>If</i> • <i>Stopping by the Woods on a Snowy Evening</i> • <i>The Soul’s Captain</i> • <i>The Road Not Taken</i> 	<ul style="list-style-type: none"> • <i>Good Timber</i> • Selections from Elizabeth Barrett Browning • <i>The Builders</i> 	<ul style="list-style-type: none"> • Articles of the US Constitution • Declaration of Independence 	<ul style="list-style-type: none"> • Amendments to the US Constitution



Celebrations *The Capstone of Learning*

Celebrations are a foundational methodology used at American Heritage School in which students participate in an event set aside to honor the learning they have done and to formally memorialize the extent, meaning, and significance of that particular focus of study. In the elementary grades, celebrations often center on a piece of literature they have thoroughly studied together and completed. They provide a culminating event in which the learning done can be demonstrated and meaningfully enjoyed and celebrated. Celebrations in which learning is memorialized and remembered is a principle taught in scripture, beginning with the annual event of “The Passover.” Celebrations follow this pattern of bringing all of the learning together, often including food, story, and celebration, to provide a memorable way to remember, internalize and honor the focus of study.

Celebration Examples:

First Grade Celebrations:

Abigail Adams: Create a sampler (cross stich) of the students names; Abigail Adams tea party with a small luncheon with tarts; teach manners and have a little dance afterwards.

Charlotte’s Web: Go to Wheeler Farm; Picnic Lunch; Farm Activities (milking a cow with gloves, egg toss, etc.)

Third Grade Celebrations:

Hans Brinker; or the Silver Skates: Take students ice skating at Peaks Ice Arena; have stropwafels and hot cocoa.

The Lion, the Witch and the Wardrobe: Students sample Turkish Delight; make a shield representing a character quality they possess.)

Sixth Grade Celebrations:

The Children’s Homer: Greek Olympic Games. Students divide into teams to create banner, clothing, and shields. Teams participate in events. Medals are awarded.

The Bronze Bow: Students divide into teams and create an authentic Roman chariot out of carboard and other material. Pictures are taken with a laurel leaf & Caesar with winners. Greek style food is served including Baklava, pita and hummmus, olives, grape juice, and more.

Ancient Egypt Unit: Egyptian Death Mask are made by creating plaster face molds, then paint, decorate, and display. A Roman feast is provided including apricot ham, dates, figs, and other authentic Roman style food.

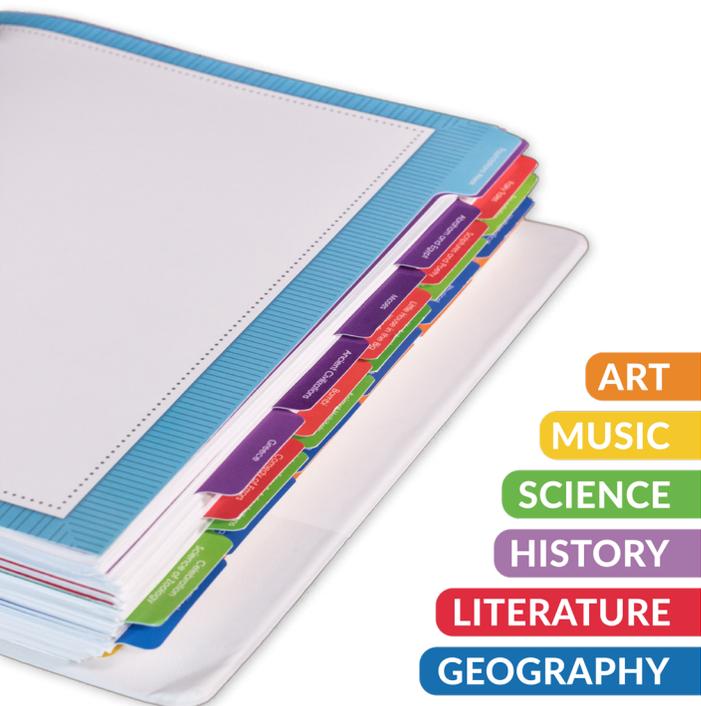


Notebooks

The Notebook Method is a foundational methodology used at American Heritage School as a tool for children to record the knowledge that they have learned in a way that relates directly to them. A notebook most often consists of a three-ring binder divided by tabs for each subject. It is core to the 4-R methodology by providing a place for students to collect and keep an organized record of their researching, reasoning, and relating process for each particular subject area. It reflects the divine identity of each student by reflecting the child's individual process, creativity, and illustrations. It provides a permanent record of the child's education – in which careful learning of the mind is informed by the heart and applied in the development of a Christ-like character. It also aids the child's parents and teachers in evaluating progress, by providing a graphic illustration of the process of a child's character development, industry, diligence, and responsibility.

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.



Word Studies

The Word Study is a foundational methodology used at American heritage School that specifically incorporates the entire 4-R process of Research, Reason, Relate, and Record into a single process.

In a Word Study, children select or are given a word that is key to the subject being studied. Students then use Noah Webster's 1828 Dictionary to look up, select and record the definition of the word. This is followed by an exploration of how the word has been used by the living prophets and in the scriptures. From the recorded definition and its usages, children reason a principle of truth based upon the definitions of the word and information obtained from the living prophets and the scriptures. Then they 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 go beyond vocabulary work; they allow the child to explore the meanings of words and the variations of language. Most importantly, it is a tool of scriptural scholarship that places the child on the pathway of reflective thinking and deductive reasoning derived from the scriptures. It guides a child in logical thinking and just reasoning by enabling the child to reason from cause to effect, and from choices to consequences starting first with scriptural meanings of words. 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 Noah Webster 1828 American Dictionary of the English Language is particularly useful because its definitions reflect principles key to the Founding of America, incorporate meanings taken from scripture, and elucidate understanding of word meanings at the time of the Restoration of the Church of Jesus Christ to the earth.

Noah Webster 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. Both his scholarship and productivity are without equal in America, earning him the title, "Father of American Christian Education and Scholarship." He felt deeply that it is the divine Word that consecrates and inspires the mind and builds intellectual virtue. His scriptural knowledge and research are evidenced in his definitions; fully 70 percent of his definitions employ scripture to assist in gaining an understanding of the word. In addition, he researched every word through his studies of twenty-six original languages to provide the root meanings.



The divine Word consecrates and inspires the mind and builds intellectual virtue.

- Noah Webster

Word Study Guidelines

The Word Study should inspire the learner with insights about a specific topic and should help to instill a love of language. The Word Study has the potential to open the heart and mind to personal revelation.

Pattern of the Word Study: The Word Study utilizes the 4-R process—Research, Reason, Relate, and Record. A formal Word Study should contain the following components:

Definition of the Word: The primary definition should be obtained from Webster's 1828 American Dictionary of the English Language, and the most applicable components of the definition should be selected for analysis. If appropriate, the definition from a modern dictionary could be included as a point of comparison and contrast.

Words of the Prophets and Other Wise Men and Women: When possible, include the words of living prophets and apostles. The number of quotations required should be determined by the instructor. A minimum of two quotations is recommended.

Words of the Scriptures: Encourage class members to seek scriptures from all the Standard Works. The number of scriptures required should be determined by the instructor. A minimum of two scriptures is recommended.

Personal Definition: The instructor should determine the best way to use the Personal Definition component of the Word Study to further the purposes of their subject matter and course content. This step captures the Reason, Relate, and Record portions of the 4-R method.

Personal Classroom Application: The instructor should determine the best way to use the Word Study method in their classroom. Ideally, they should assign one formal Word Study per term. However, the instructor should also seek opportunities throughout the year to conduct informal Word Studies. These impromptu, informal word studies can be conducted as a class, in small groups, or individually. Informal Word Studies may include all four components of the formal Word Study; they may also be streamlined for the purposes of classroom objectives. By finding many ways to adapt the principles of the Word Study to their classroom content, the instructor will demonstrate a love of learning and will model the 4-R method for their class members.



Character Charts

Character charts, sometimes referred to as T-charts, are a foundational methodology used at American Heritage School to facilitate reasoning in cause to effect by evaluating the development of characters in literature and history. In elementary grades, a T-Chart is created by folding a sheet of notebook paper down the middle and drawing a large “T” which creates a heading, and two columns. At the top of the left column, the student writes the word “External” and then reasons from the text being studied about the “external characteristics” of the character or historical figure. In the right column, the internal qualities of the individual being studied are reasoned out and listed. In both columns exact language from the text along with the page numbers to develop in students the capacity for precision in both analyzing and citing the sources for the analysis. This T-chart methodology focuses a student on the development and evidence of character, and the cause to effect dynamics resulting in the development of that character.

The methodology recognizes the truth of Elder Richard G. Scott's words, “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).

Name: _____ Literature/Heidi by Johanna Spyri	
<u>Heidi</u> (Character)	
EXTERNAL	INTERNAL
<p>Can hardly wait to take the box to the grandmother. Enjoys reading hymns to the grandmother.</p> <p>Says she'll go with the doctor. Comforts the doctor about not bringing Klara.</p> <p>Wants the grandmother to have a good bed.</p> <p>Explains to the doctor how the Lord works.</p> <p>Makes her bed and tidies up.</p>	<p>Likes serving</p> <p>Has compassion</p> <p>Loves and understands God</p> <p>Orderly</p>

Example of Know, Do, Become Objectives

Grades 7-12

The following chart provides examples of objectives for grades 7- 12 reflecting the process transformation scholarship process of moving from knowing to doing to becoming.



	KNOW	DO	BECOME
	Facts, Concepts, Procedures	Skills, Applications, Performances	Attitudes, Dispositions, Feelings, Beliefs, Habits
	Define control group and variable group.	Design a scientific experiment that controls for variables.	Humbly acknowledge that both scientific research findings and your own understanding of truth are tentative.
	Explain the five causes of World War I.	Evaluate bias in primary and secondary historical sources.	Practice the habits of an informed citizen who stays abreast of current events and relates them to principles from history.
	List the components of an effective essay introduction.	Compose an introduction that effectively hooks the reader's attention, introduces the author, summarizes the text, and states a thesis that takes a clear position and establishes a line of reasoning.	Communicate with empathy and clarity to advocate for truth.
	Solve a quadratic equation by factoring.	Calculate the selling price that will maximize profit for a business using quadratic equations.	Feel confident in math and believe in its relevance to real life.
	Conjugate irregular past tense verbs in Spanish	Conjugate irregular past tense verbs in Spanish in student-generated conversations.	Become sensitive to cultural differences and ready to celebrate the good in Latino cultures.

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.



Foundational Pedagogy

The Christian View of the Child

The Lord Jesus Christ had a striking view of children that surprised even those closest to Him. From the account of the New Testament we see Him welcoming children to himself, healing children, holding up a child to teach His followers what the Kingdom of God is like, then exhorting Peter in his parting instructions to, “Feed my lambs.” From the account of the Book of Mormon we see Him calling the little children to Himself, one by one, praying for each, and weeping. It is then that he exhorts the parents to, “Behold your little ones.” This is a profound charge for all parents, teachers, and administrators over children. In former Primary General President Michaelene P. Grassli’s words, “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). This defines the “Christian View of the Child” at the heart of all pedagogical principles at American Heritage School.

In the words of a founder of the Foundation for American Christian Education (FACE), Carole Adams, “The Christian idea of the child mandates a method of education that is distinctly [scriptural].” Children are not passive recipients or empty cisterns to be filled by teachers. Christ saw each child as whole, a divine being with infinite potential, and a specific divinely appointed purpose and mission. As a result, education at American Heritage School is not test-driven, content-centered, education with a focus on covering material, presenting facts in “blocks, bits, blogs, and blurs.” Nor is the education child-centered with methods governed by gratify the child “sensorially and temperamentally.”

Rather, the education is Christ-centered, principled-based with a focus on the fulfillment of each child’s development and God-given purpose in Christ. We don’t seek for exposure to facts, but “mastery” of content, through careful study, drawing out of principles, making connections, and experiencing growth by applying truths learned. Teachers embody “the living textbook,” learning and teaching that is “living,” with the intent to inspire and enlighten understanding, while developing Christian character in form, manner, habits, and temper. (Taken from Noah Webster’s definition of “Education,” in the 1828 Dictionary).

That Christian view of the child is reflected in everything from how children are addressed, not as “kids” or “guys” but rather as “children, students, scholars, gentlemen, ladies,” etc., to the methodological approaches and curriculum, to the stewardship inculcated in children in response to evidence for their unique gifts and talents. The following pages identify the foundational pedagogical principles that follow a “Christian View of the Child.”

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 AHS Trustee

DIVINE STEWARDSHIP



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.



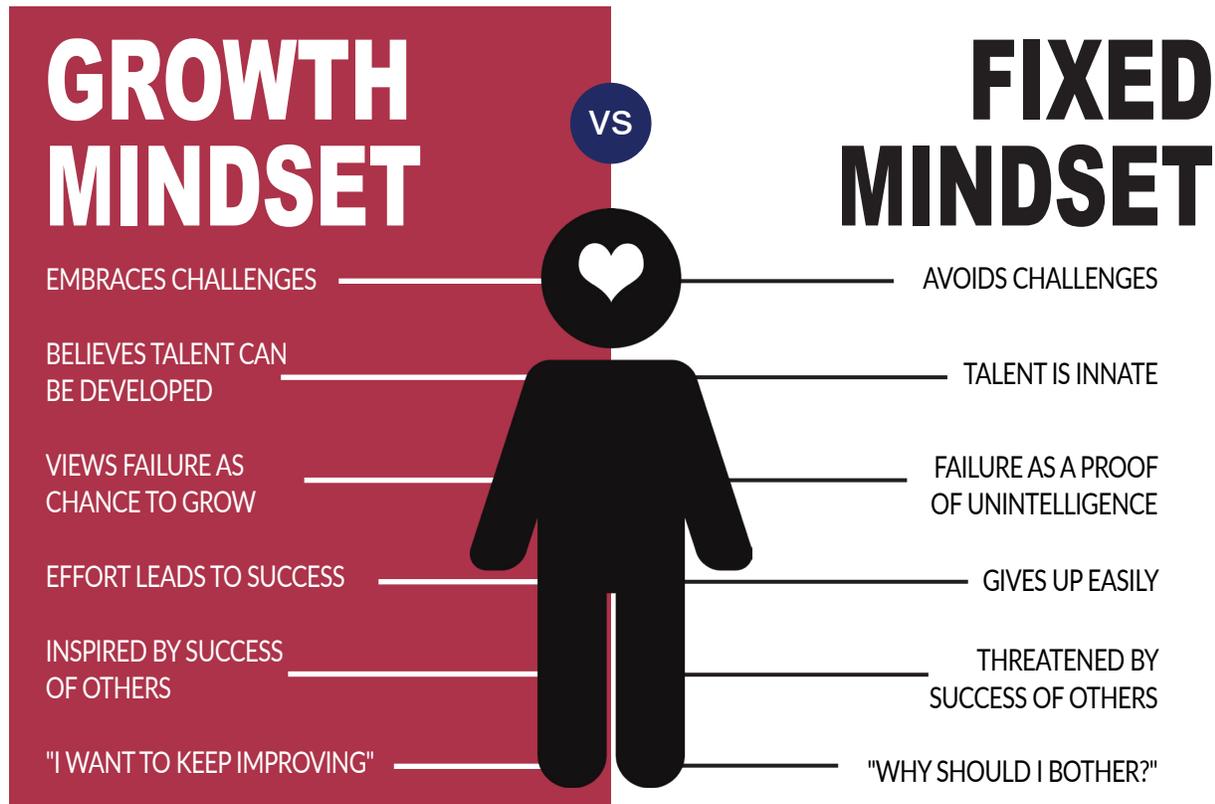
INSPIRE, v.t. to breathe into; to infuse into the mind as to inspire with new life; to suggest ideas or monitions supernaturally; to communicate divine instruction to the mind.

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

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."

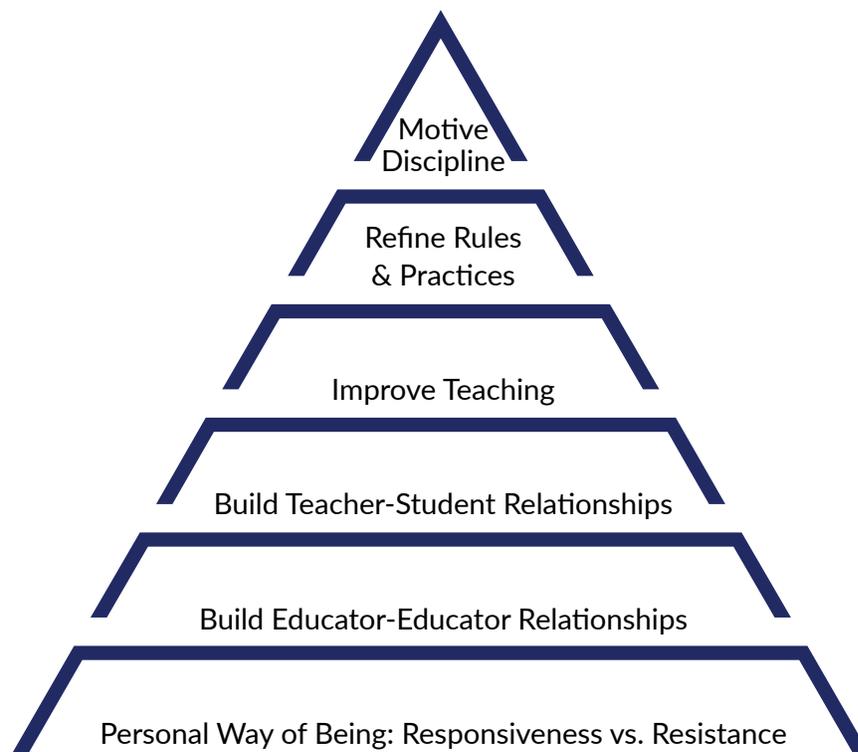
- Brené Brown



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.

Student Discipline (See also Self Government, p. 11)

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.



SCOPE & SEQUENCE

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

K-6 Scope and Sequence Curriculum Progression

KINDERGARTEN					
DEVOTIONAL: The Book of Mormon					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
<ul style="list-style-type: none"> Lower/uppercase letters Sounds/syllables Read/say/write phonograms Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Write dictated sentences 	<ul style="list-style-type: none"> Poetry, fairy tales and nursery rhymes <i>Little House in the Big Woods</i>, By Laura Ingalls, Wilder <i>The Tales of Beatrix Potter</i>, By Beatrix Potter <i>Winnie-the-Pooh</i>, By A.A. Milne 	<ul style="list-style-type: none"> Overview of Creation and each day Maps vs. Globes Difference between atmosphere, water, land Land-mountains, deserts, valleys, plains Introduction to poles, equator, directions Introduction to five oceans Seven continents overview Introduction to the United States (through the Flat People) 	<ul style="list-style-type: none"> Introduction to history/ His story Introduction/Overview of Timeline Links Explorers: Christopher Columbus, Marco Polo, Cabot, Vespucci Overview of Book of Mormon George Washington Restoration/church history/pioneers 	<p>Right Start Math A, with Integrated Saxon Math Kindergarten</p> <ul style="list-style-type: none"> Sort/identify shapes, colors, sizes AL Abacus Numbers: identify/count 1 to 100 Count by 2's, 5's & 10's Place value: 1's, 10's, 100's Money: name penny, nickel, dime Geometry: parallel, perpendicular, symmetrical lines Time: to the hour 	<ul style="list-style-type: none"> Pushes and Pulls Matter Sound Sunlight and Solar System Earth's Weather Needs of Living Things Animals that Live in Different Environments Parents and Offspring Geology
1ST GRADE					
DEVOTIONAL: Doctrine and Covenants					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 1)	SCIENCE
<ul style="list-style-type: none"> Read/say/write phonograms 1-70 Syllable types Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Capitalization Write declarative sentences rhyming words Nouns, verbs: plurals Alphabetize, contractions, prefixes, suffixes 	<ul style="list-style-type: none"> Poetry study of Isaac Watts, Robert Louis Stevenson, and William Blake <i>Abigail Adams: First Lady of Faith and Courage</i>, By Evelyn Witter <i>Charlotte's Web</i>, By E.B. White <i>Bambi, a Life in the Woods</i>, by Felix Salten 	<ul style="list-style-type: none"> Definition of Geography Solar System Maps standards: globe, poles, equator, compass rose, keys and legends Major seas, lakes, and rivers of the world Continents of the world: antiquity, hidden resources, animals, and plants Study of Italy, Massachusetts bay, Egypt, and Israel 	<ul style="list-style-type: none"> Overview of Timeline Links Explorers: Christopher Columbus (man of conscience), Marco Polo, Cabot, Vespucci Inventors and inventions Founding fathers: American colonial life 	<ul style="list-style-type: none"> Patterns/objects Digits in ones, tens place Pairs, sets, even/odd numbers, ordinal position Addition: number sentences, doubles +1, 2-3 digit numbers Subtraction: some went away Fractions, halves, thirds, fourths, sixths Money: penny, nickel, dime Geometry: congruent and 3D shapes, lines of sym- 	<ul style="list-style-type: none"> Pushes and Pulls Simple Machines Habitats of the Earth Weather and Seasons Living Things Parents and Offspring Anatomy
2ND GRADE					
DEVOTIONAL: Old Testament					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 2)	SCIENCE
<ul style="list-style-type: none"> Precise upper/lower-case letters Cursive Read/say/write phonograms 1-78 Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Punctuation marks Compose declarative, exclamatory, imperative sentences Parts of Speech; pronouns, verbs, adjectives, adverbs, conjunctions, prepositions Compositions: 1st person narrative, informative narrative, poetry, letter and biography Attributes of literature, authors, purpose, topic, main idea, outcomes 	<ul style="list-style-type: none"> Bible study of the 23rd Psalm Poetry study of Eugene Field, Henry W. Longfellow, and Lewis Carroll <i>Benjamin Franklin</i>, By Ingrid'Aulair <i>Benjamin West and His Cat Grimalkin</i>, By Marguerite Henry <i>Heidi</i>, By Johanna Spyri 	<ul style="list-style-type: none"> Three divisions of Earth: water, land, and atmosphere(weather and climate) Motions of the Earth Map standards: latitude/ longitude Landforms: continents, islands, deserts, plains, and mountains. Major seas, lakes, and rivers of the world Rivers, mountains, and deserts of Asia, Europe and North America 	<ul style="list-style-type: none"> The law of Moses vs. The law of Christ Paul's conversion Preservation of the Bible (Wycliffe, Tyndale, Coverdale, monks, Gutenberg) Discovery of North America: Explorers (Cabot, Hakluyt, Drake, Queen Elizabeth, Sir Walter Raleigh) Founding of Jamestown North American Indians Founding of a Christian Republic: The new American Government (Thomas Jefferson) Gospel Moving Westward: Noah Webster, Marcus Whitman, Lewis and Clark, and Sacajawea 	<ul style="list-style-type: none"> Patterns: shapes, colors, designs, numbers Numbers: to 1,000, pairs, dozen, half dozen Comparison symbols Addition: facts, story problems, commutative property Subtraction: facts, story problems Multiplication: facts 0-5 Fractions of a whole Money: count/add penny, nickel, dime, quarter Time: digital, days of week Measurement: inch, foot, yard, Fahrenheit Data Analysis: pictograph 	<ul style="list-style-type: none"> Earth and Sky (Solar System) Earth's Water and Land Weather and Seasons Earth's Processes Plants
3RD GRADE					
DEVOTIONAL: New Testament					
LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 3)	SCIENCE
<ul style="list-style-type: none"> Precise upper/lower-case cursive Phonograms 1-83 Spelling: Spalding's <i>The Writing Road to Reading</i> and Ayre's word lists Compose compound sentences Parts of speech: verbs, indefinite pronouns, comparative adjectives, adverb phrases, conjunctions, prepositions Compositions: 1st & 3rd person narrative, informative-narrative, poetry, letter and biography Attributes/predictions/ mental summary of text Elements of writing 	<ul style="list-style-type: none"> Bible study of Jonah Poetry study of Charles Dickens, Emily Dickinson, and Robert Louis Stevenson <i>Hans Brinker or The Silver Skates</i>, By Mary Mapes Doge <i>Sebastian Bach: The Boy from Thuringia</i>, By Opal Wheeler and Sybil Deucher <i>The Lion, the Witch, and the Wardrobe</i>, By C.S. Lewis <i>William Bradford: Pilgrim Boy</i>, By Bradford Smith 	<ul style="list-style-type: none"> Define Geography Shape of the World Map of Germany Divisions of Land, Water, and Atmosphere Climate Physical World Map Directions Map of Netherlands Physical Maps of Asia and Europe Political Maps of China, India, Japan, and Europe 	<ul style="list-style-type: none"> Principles of personal and civil liberty principles 1-4 Purpose of Moses' life First-Century Christians: Paul, and Bible Translators Character of explorers (Columbus, Marco Polo) Discovery of North America: Portuguese, Spanish, Dutch, French and English explorers God's purpose for the Pilgrims: Magna Carta, Mayflower, Plimoth Plantation Gospel moving westward: Noah Webster, Daniel Boone, Lewis and Clark and Sacajawea 	<ul style="list-style-type: none"> Function rules, order of operations, simplify expressions Numbers: to 10,000, notation, word form Place value: compare and round to nearest 100/1,000 Addition: number line, missing digits, regrouping Subtraction: estimate differences, 2-3 digit numbers Division: facts, algorithm Multiplication: commutative /associative properties. Fractions: mixed numbers, tenths/hundredths, common/decimal Time: quarter hour, 5 minutes, elapsed, calendar Measurement Data Analysis 	<ul style="list-style-type: none"> Motion and Force Electricity and Magnetism Weather Climate Life Cycles and Traits Adaptation and Survival



K-6 Scope and Sequence Curriculum Progression (continued)

4TH GRADE

DEVOTIONAL: The Book of Mormon, Door Entrance Virtues, AHS Principle of Liberty 'Fullness of Liberty in Union with God and Man'

LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 54)	SCIENCE
<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, sentence types and sentence diagramming • Composition: poetry, key word outlines, reports, narratives • Vocabulary development 	<ul style="list-style-type: none"> • <i>Proverbs</i>, 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"> • Major physical features of the world • Physical and Political maps of Australia, South & Central America • Physical map of North America • Political maps of Canada and Mexico • Maps of Colonial America, Boston, Lexington, and Concord • Map and Culture of India and England • Physical and Political geography of Utah and its counties 	<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 • Geometry: area/perimeter • Multiplication: facts, two-digits • Fractions: mixed numbers, improper fractions, fraction of a group • Story problems: equal groups, larger/smaller/difference • Measurement: Metric/US 	<ul style="list-style-type: none"> • Energy and Motion • Waves and Information • Earth's Features • Earth's Natural Hazards • History of Planet Earth • Features of Earth – Utah

5TH GRADE

DEVOTIONAL: Life of the prophet, Joseph Smith, Doctrine and Covenants, AHS Principle of Liberty- 'Cultivating self-government in others'

LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 65)	SCIENCE
<ul style="list-style-type: none"> • Greek/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/sentence type/sentence diagramming • Composition: stylistic writing techniques, 5 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>, 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"> • Define Geography • Study of the Creation • Physical and Political geography of the U.S. and its states • Physical geography of Antarctica 	<ul style="list-style-type: none"> • Scriptural foundation and seven principles • Review of timeline links • War of Independence • Constitution and Founding of the American Government • War of 1812, Mexican War • American Civil War 	<ul style="list-style-type: none"> • Fractions: add, subtract, multiply, divide and reduce fractions, • Decimals: add, subtract, multiply, divide • Multiplication: two and three digit numbers • Division: two digits • Probability: statistics, ratios • Geometry: volume • Integers: reciprocals, powers, roots, square roots • Prime/composite numbers 	<ul style="list-style-type: none"> • Properties of Matter • Changes in Matter • Earth's Systems • Earth's Water • Solar System • Patterns in Space • Energy and Food • Matter and Energy in Ecosystems

6TH GRADE

DEVOTIONAL: The Seven Principles of Christian Liberty, Old Testament, Words of the Living Prophet, The Living Christ

LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH (Saxon 76)	SCIENCE
<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/sentence types/sentence diagramming • 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 Padriac Colum • <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 Africa 	<ul style="list-style-type: none"> • Timeline links: Creation, dispensations of Adam, Enoch, Noah, Abraham, Moses, Christ and the Apostles • World History: Ancient civilizations including Mesopotamia (Egypt, Assyria, Babylon, Israel, and Persia), Greece, Rome, and England • The Apostasy • The Middle Ages 	<ul style="list-style-type: none"> • Decimals: round, percent of a number • Integers: exponents/exponential expressions, order of operations • Prime factorization • Geometry: functions, coordinate planes, classification of solids/polygons, area/perimeter of irregular polygons, circumference, volume 	<ul style="list-style-type: none"> • Introduction to Matter • Solids, Liquids and Gases • Energy • Thermal Energy • Earth Systems • Weather in the Atmosphere • Minerals and Rocks in the Geosphere • Plate Tectonics • Earth's Surface System • Living things in the Biosphere



7-12 Scope and Sequence Curriculum Progression



7TH GRADE					
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
<ul style="list-style-type: none"> • MLA (header) • Figurative language terminology • Constructing textual summaries • Identifying themes • Vocabulary development (Greek & Latin roots) • Spelling • Diagramming sentences • Paragraph structure • 5 paragraph essays • Poetry, personal letters, personal reflections • Master Project 	<p>All Students:</p> <ul style="list-style-type: none"> • <i>A Christmas Carol</i> (Charles Dickens) • <i>A Single Shard</i> (Linda Sue Park) • <i>As You Like It</i> (Shakespeare) <p>Teacher Choice:</p> <ul style="list-style-type: none"> • <i>A Shepherd Looks at Psalm 23</i> (Phillip Keller) • <i>Exiled</i> (Helene Holt) • <i>The Witch of Blackbird Pond</i> (Elizabeth George) • <i>Chronicles of Narnia</i> (C.S. Lewis) • <i>Roll of Thunder, Hear My Cry</i> (Mildred Taylor) • <i>The Hobbit</i> (J.R.R. Tolkien) • <i>Amos Fortune Free Man</i> (Elizabeth Yates) 	<ul style="list-style-type: none"> • Europe • South America <p>Major Religions:</p> <ul style="list-style-type: none"> • Roman Catholicism • Protestantism • American Christianity • The Church of Jesus Christ of Latter-day Saints 	<p>Reformation to Restoration</p> <ul style="list-style-type: none"> • The Church of Jesus Christ • The Great Apostasy • The Imperial Church • Preparation for the Reformation • Martin Luther and the German Reformation • The English Reformation • American Christianity • The Restoration <p><i>Saints Volume 1: The Standard of Truth</i></p>	<ul style="list-style-type: none"> • Saxon Math 87 • Saxon Algebra 1/2 	<ul style="list-style-type: none"> • The Cell System • Human Body Systems • Reproduction & Growth • Ecosystems • Populations, Communities and Ecosystems • Distribution of Natural Resources • Waves and Electromagnetic Radiation • Electricity and Magnetism • Information Technologies
8TH GRADE					
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
<ul style="list-style-type: none"> • MLA (header, works cited) • Figurative language review and identification in texts • Textual summaries (in introduction & conclusion paragraphs) • Identifying themes • Intro to literary analysis • Vocabulary development (Greek & Latin roots) • Spelling • Extended paragraphs • Oral Presentations • Writing a narrative (Ancestor Project), persuasive essay (Freedom Festival), and a research paper. 	<p>All Students:</p> <ul style="list-style-type: none"> • <i>Shakespeare play (produced by 8th grade)</i> • <i>The Alchemist</i> (Paulo Coelho) • <i>The Hiding Place</i> (Corrie ten Boom) • <i>Inside Out and Back Again</i> (Thanhà Lai) <p>Teacher Choice:</p> <ul style="list-style-type: none"> • <i>Huckleberry Finn</i> (Mark Twain) • <i>A Lion and a Lamb</i> (Rand H. Packer) • <i>Up from Slavery</i> (Booker T. Washington) • <i>The Water Is Wide</i> (Marianne Manson) • <i>David Copperfield</i> (Charles Dickens) 	<ul style="list-style-type: none"> • North America • South-east Asia • West Africa <p>Major Religions:</p> <ul style="list-style-type: none"> • Christianity • Islam • Buddhism 	<p>American History: Revolution to WWII</p> <ul style="list-style-type: none"> • Revolutionary War • Constitutional Convention • Early Years of the Republic • Pre-Civil War Period • Civil War • Reconstruction and Westward Migration • Industrialization • World War I and the Great Depression • World War II 	<ul style="list-style-type: none"> • Saxon Math 87 • Saxon Algebra 1/2 	<ul style="list-style-type: none"> • Atoms & the Periodic Table • Chemical Reactions • Forces & Motion • Genes & Heredity • Natural Selection & Change Over Time • History of Earth • Earth-Sun-Moon System • Solar System & the Universe • Energy in the Atmosphere & Ocean • Climate
9TH GRADE				9TH - 10TH GRADES	
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
<p>Written Portfolio 1</p> <ul style="list-style-type: none"> • <i>Literary Analysis Essay</i> • <i>Argumentative essay</i> • <i>Personal narrative</i> • <i>Poems</i> • <i>Intro to Academic Research</i> • <i>Figurative Language Terminology</i> • <i>Intro to Rhetorical Analysis</i> • <i>Grammar & Mechanics from Standardized Tests</i> • <i>MLA--Mastery</i> 	<ul style="list-style-type: none"> • <i>The Epic of Gilgamesh</i> • <i>Beowulf</i> (Seamus Heaney translation) • <i>Till We Have Faces</i> (C.S. Lewis) • <i>The Queen of Water</i> (Laura Resau) • <i>Julius Caesar</i> (William Shakespeare) • <i>Collected poems and short stories</i> 	<ul style="list-style-type: none"> • Middle East • India • China • Europe <p>Major Religions:</p> <ul style="list-style-type: none"> • Judaism • Christianity • Islam • Hinduism • Buddhism • Confucianism 	<p>World History to 1500 AD</p> <ul style="list-style-type: none"> • Civilization: Egypt and Mesopotamia • Greece • Rome • Constantinople and Early Middle Ages • China and India • Muhammad and the Rise of Islam • The Crusades • Late Middle Ages and the Early Renaissance 	<ul style="list-style-type: none"> • Saxon Algebra 1 • Saxon Algebra 2 / 2A & 2B • Saxon Advanced Mathematics (pre-Calculus) / A&B • Intro to Stats • AP Saxon Calculus AB 	<p>Introduction to Engineering</p> <ul style="list-style-type: none"> • AutoCAD • 3D Modeling • Simple Machines • Coding • RC Planes <p>Biology</p> <ul style="list-style-type: none"> • The Biosphere • Ecosystems • Ecological Footprints, Global Changes, & Sustainability • Cell Structure and Function • Photosynthesis & Cellular Respiration • Cell Growth and Division • Genetics, DNA & RNA • Human Genome • Biotechnology <p>Chemistry</p> <ul style="list-style-type: none"> • Elements & compounds • Organic chemistry • Salts and solutions • Chemical reactions • Thermochemistry • Kinetics & equilibrium • Nuclear chemistry • Atomic structure • Bonding • Properties of gases • Electrochemistry <p>Conceptual Physics</p> <ul style="list-style-type: none"> • Linear Motion • Non-linear Motion • Newton's Laws • Momentum Conservation • Energy Conservation • Astrophysics • Atoms and Matter • Heat • Electricity and Magnetism • Light and Optics • Relativity
10TH GRADE					
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY		
<p>Written Portfolio 2</p> <ul style="list-style-type: none"> • <i>Creative Writing</i> • <i>Personal Narrative</i> • <i>Literary Analysis</i> • <i>TED Talk (Persuasive Speech)</i> • <i>Poems</i> • <i>Figurative Language</i> • <i>Vocabulary through Contextualization</i> • <i>Grammar & Mechanics from Standardized Tests</i> • <i>Academic Research</i> 	<ul style="list-style-type: none"> • <i>The Great Divorce</i> (C.S. Lewis) • <i>Excerpts from The Screwtape Letters</i> (C.S. Lewis) • <i>Hamlet</i> (William Shakespeare) • <i>Les Miserables</i> (Victor Hugo) • <i>Man's Search for Meaning</i> (Viktor Frankl) • <i>The Chosen</i> (Chaim Potok) • <i>Enoch Letters</i> (Neal A. Maxwell) 	<ul style="list-style-type: none"> • <i>England</i> • <i>France</i> • <i>Spain</i> • <i>Soviet Union</i> • <i>China</i> • <i>South Africa</i> • <i>India</i> • <i>Middle East</i> • <i>East Africa</i> 	<p>World History from 1500 AD</p> <ul style="list-style-type: none"> • Exploration and Exchange • European Imperialism • Rebellion and Revolution • Industrialism • Communism and Capitalism • War and Conflict • New World Order • Terrorism and a New Age • Technology and Ideology <p>or AP European History</p>		

7-12 Scope and Sequence Curriculum Progression

11TH GRADE				11TH - 12TH GRADES	
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY	MATH	SCIENCE
Written Portfolio 3 <ul style="list-style-type: none"> Literary Analysis Essay Synthesis Writing Argumentative or Persuasive Rhetorical and Figurative Language Vocabulary through Contextualization Grammar & Mechanics from Standardized Tests 	<ul style="list-style-type: none"> <i>The Crucible</i>, by Arthur Miller <i>Macbeth</i>, by William Shakespeare <i>I Am Malala</i>, by Malala Yousafzai <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>, by Robert Louis Stevenson <i>Our Town</i>, by Thornton Wilder <i>To Kill a Mockingbird</i>, by Harper Lee <i>Waiting for Godot</i>, by Samuel Becket 	<ul style="list-style-type: none"> United States Canada Mexico Japan Philippines 	American History <ul style="list-style-type: none"> Settlement of America Prelude to the Revolution Significance of the Revolution and Constitution Westward Expansion Antebellum Period and Civil War Industrialization World at War Cold War and Space Race Post Cold War America 	<ul style="list-style-type: none"> Saxon Algebra 1 Saxon Algebra 2 / 2A & 2B Saxon Advanced Mathematics (pre-Calculus) / A&B Intro to Stats AP Statistics (12th Grade) AP Saxon Calculus AB 	Sports Medicine and Athletic Training <ul style="list-style-type: none"> Fundamentals of Sports Psychology Sports Injuries and Healing Injury Prevention Sports Nutrition Strength Training, Flexibility, and Ergogenic Aids AP Biology <ul style="list-style-type: none"> Chemistry of Life Cell Structure and Function Cellular Energetics Cell Communication and Cell Cycle Heredity Ecology AP Chemistry <ul style="list-style-type: none"> Atomic Structure and Properties Molecular and Ionic Compound structure and Properties Chemical Reactions Kinetics Thermodynamics Equilibrium AP Physics C: Mechanics <ul style="list-style-type: none"> Motion in One and Two Dimensions Newton's Laws Energy and its Conservation Momentum and Conservation Rotational Motion AP Computer Science Principles <ul style="list-style-type: none"> Creativity Abstraction Data and Information Algorithms Programming Medical Anatomy & Physiology <ul style="list-style-type: none"> Body plan, organization, and homeostasis Basic principles of body chemistry Histology & Integumentary system Skeletal system Muscular system Nervous system and special senses
12TH GRADE					
ENGLISH LANGUAGE	LITERATURE	GEOGRAPHY	HISTORY		
Senior Thesis <ul style="list-style-type: none"> Academic Research Argumentative Extended Writing MLA--Citing Sources Oral Presentation & Defense 	<ul style="list-style-type: none"> <i>Frankenstein</i> (Mary Shelley) <i>Taming of the Shrew</i> (William Shakespeare) <i>Antigone</i> (Sophocles) <i>Heart of Darkness</i> (Joseph Conrad) <i>The Virginian</i> (Owen Wister) <i>Cyrano de Bergerac</i> (Edmond Rostand) <i>Mastering the Craft of Writing</i> (Stephen Wilbers) <i>Exploration & Synthesis of Literary Forms, Genres, Movements, & Techniques</i> <i>Critical Lenses: Moral, Historical, Postcolonial & Race, Deconstructionist, Feminist & Gender, Formalist, Psychoanalytic (Jungian Archetypal & Freudian), Environmental, Reader Response</i> 	<ul style="list-style-type: none"> Political geography of the United States Economic geography of Western Europe, China, and the United States 	US Government and Economics <ul style="list-style-type: none"> Declaration of Independence and American Ideals The Constitution and the Structure of Government Interaction of the Branches of Government and the Creation of Public Policy Civil Rights and Civil Liberties Media and Public Policy Principles of Macro Economics Money, Banking, and Monetary Policy Product Markets and Government Regulation or AP US Government & Politics		



Parent Resources

School Hours & Attendance

General Hours

Grades 1–12 are held Monday through Friday from 8:30 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	7:50 a.m.	
Prayer meeting	8:00–8:10 a.m.	
Teacher in classrooms (students allowed in classroom)	8:15 a.m.	
School begins; devotional (pledge, song, prayer)	8:30 a.m.	
Attendance recorded in Veracross	9:00 a.m.	
AM Kindergarten dismissed	11:30 a.m.	
PM Kindergarten begins	12 Noon	
ASH Essentials dismissed	12:10 p.m.	
School dismissed	3:10 p.m.	
Teachers may leave campus	3:30 p.m.	





American Heritage School Student Uniform Policy

Updated: June 27, 2020, See Parent Handbook, Section 12

Purpose and Implementation

We believe that properly wearing the uniform

- 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.

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.

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.

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.

Definitions for terms used in the uniform policy:

- 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

Dress Standards

- 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 touch 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 leggings or tights. (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.

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.

Primary uniform supplier for AHS: **Dennis Uniforms**
 3560 Main Street
 Salt Lake City, Utah
 801-287-9200
dennisuniform.com/schools/R00

Additional uniform supplier for AHS: landsend.com

Parent site for used uniform sales:
american-heritage.org/parent-organization



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 touch the kneecap) • Dennis Macbeth Plaid Knife Pleated Jumper (must touch 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–3
<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 touch 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 <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 touch 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 touch 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 touch the kneecap) • Dennis Macbeth Plaid Knife Pleated Jumper (must touch the kneecap) • Dennis Macbeth Plaid Box Pleated Skirt (must touch the kneecap) • Dennis Light Navy Box Pleated Skirt (must touch the 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 touch 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 <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 touch 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 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)

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 touch the kneecap) • Dennis Macbeth Plaid Knife Pleated Jumper (must touch the kneecap) • Dennis Macbeth Plaid Box Pleated Skirt (must touch the 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 touch the kneecap) • Lands' End Khaki Solid Box Pleat Gabardine Skirt Below the Knee (must touch the kneecap) • Lands' End Khaki Solid A-Line Skirt Below the Knee (must touch the 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 touch the kneecap) • Dennis Khaki Box Pleat Gabardine Skirt 100% polyester (must touch the kneecap) • Lands' End Khaki Solid Box Pleat Skirt Below the Knee (must touch the 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 	<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 touch the kneecap) • Dennis Khaki Box Pleat Gabardine Skirt 100% polyester (must touch the kneecap) • Lands' End Khaki Solid Box Pleat Skirt Below the Knee (must touch the 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
<ul style="list-style-type: none"> • Hair ornaments must be small, conservative, subtle and non-distracting. All colors are allowed EXCEPT the following colors: <ul style="list-style-type: none"> o Pink o Purple o Orange o Neon • Girls jewelry must be conservative, subtle and non-distracting. • Earrings must be limited to one pair • Eyeglasses must have lenses and must be non-distracting <ul style="list-style-type: none"> o 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 and makeup. • Both makeup and nail polish should be subtle, conservative and non-distracting.
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 or bracelets • Boys may wear a solid black, navy, gray (non-metallic) or brown belt • Blankets may not be worn in the building • Eyeglasses must have lenses and must be non-distracting <ul style="list-style-type: none"> o 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' and Grils' White Oxford Dress Shirt	Special Considerations
<p>The following brands are permitted as long as they follow the guidelines stated below.</p> <p>Dennis or Lands' End</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 Elizabeth Acuña: eacuna@ahsmail.com or Blaine Hunsaker: bhunsaker@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 /Dress Boots	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, heelies (with or without 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 Girls in grades 7-12 may wear a solid black or brown dress boot below the knee. Dress boots should be conservative in style and appearance and be flat or lowheeled (less than one inch). 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 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>Leggings/footless tights (girls, Grades K-12):</p> <ul style="list-style-type: none"> Must be snug fitting and cover the ankle K-6 may wear solid black, white, gray or navy. 7-12 many only wear solid black or navy leggings/footless tights Cable or opaque permitted Well-maintained, no holes or staining Leggings may replace the daily required shorts NO stripes or patterns of any kind
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 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 for boys. Dress boots for girls in grades 7-12 will only be permitted on Fridays when winter eather advisories are in effect. (see standard in the section above) 	<p>Boys K-12</p> <ul style="list-style-type: none"> Solid black or navy socks (must rise at least three inches above the ankle) <p>Boys 9-12</p> <ul style="list-style-type: none"> Solid black, navy, dark brown or khaki socks (must rise at least three inches above the ankle) <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"> 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 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
P.E. 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



Uniform Shopping List, Grades K-6

Girls

To be purchased from Dennis Uniform Company:

- Macbeth Plaid Box Pleated Shift (must touch the kneecap)
- Long-sleeved white Peter Pan collar blouse
- Macbeth Plaid Longer Length Skort (must touch the kneecap)
- Short-sleeved polo shirts (red or white)
- Macbeth Plaid Knife Pleated Jumper (if desired)
- Navy cardigan, pullover or fleece vest (for warmth in the classroom, if desired)
- Navy sweater vest (5th and 6th grades only)

May be purchased from vendors OTHER than Dennis Uniform Company

Must wear on Friday: One pair closed-toe flat or low-heeled (less than 1") black, navy or brown dress shoe with matching sole.

Monday-Thursday: One pair closed-toe secure-fitting, conservative shoes. Base color is black, dark brown, navy, white or gray. Subtle accents are permitted.

Athletic Shoes for P.E. only: One pair secure-fitting, conservative athletic shoes for indoor and outdoor use. All colors are acceptable.

Black or navy snug-fitting shorts (to be worn daily beneath the uniform; may not extend below the hem of the uniform)

Black, navy, gray, or white knee socks and/or waist-high tights.

Must wear on Friday: Black or navy tights or knee socks



Boys

To be purchased from Dennis Uniform Company:

- Navy pants (can also be purchased at LandsEnd)
- One navy tie
- Short-sleeved polo shirts (red or white)
- Navy cardigan, pullover or fleece vest (for warmth in the classroom, if desired)

May be purchased from vendors OTHER than Dennis Uniform Company:

Long-sleeved white oxford shirt (Dennis or Lands' End)

Must wear on Friday: One pair closed-toe flat or low-heeled (less than 1") black, navy or dark brown dress shoe with matching sole.

Monday-Thursday: One pair closed-toe secure-fitting, conservative shoes. Base color is black, dark brown, navy, white or gray. Subtle accents are permitted.

Athletic Shoes for P.E. only: One pair secure-fitting, conservative athletic shoes for indoor and outdoor use. All colors are acceptable.

Black, navy, gray, or white socks.

Must wear on Friday: Black or navy socks.

Uniform Shopping List, Grades 7–8

Girls

To be purchased from Dennis Uniform Company:

- Light Navy Box Pleated Skirt (must touch kneecap)
- Navy sweater vest
- Red crossover tie
- Macbeth Plaid Box Pleated Skirt (must touch kneecap)
- Short-sleeved polo shirts (red or white)
- Navy cardigan, pullover or fleece vest (for warmth in the classroom, if desired)

If enrolled in P.E.:

- Gray short-sleeved P.E. shirts with AHS logo or approved AHS shirts.
- Navy shorts or AHS athletic shorts and/or sweatpants (recommended for outdoor P.E. activities during cold weather)

May be purchased from vendors OTHER than Dennis Uniform Company:

Must wear on Friday: One pair closed-toe flat or low-heeled (less than 1”) black, navy or brown dress shoe with matching sole.

Monday-Thursday: One pair closed-toe secure-fitting, conservative shoes. Base color is black, brown, navy, white or gray. Subtle accents are permitted. Girls may also wear a solid black or brown dress boot below the knee. Dress boots should be conservative in style and appearance and be flat or lowheeled (less than one inch).

Athletic Shoes for P.E. only: One pair secure-fitting, conservative athletic shoes for indoor and outdoor use. All colors are acceptable.

Black or navy snug-fitting shorts (to be worn daily beneath the uniform; may not extend below the hem of the skirt)

Black, navy, gray or white knee socks or mid-length socks

Long-sleeved white oxford shirt (approved brands: Dennis or Lands’ End)

Must wear on Friday: Waist-high opaque unpatterned navy tights

Boys

To be purchased from Dennis Uniform Company or pants from Lands’ End (as indicated):

- Navy Blue Pants
- Classic Navy Plain Front or Pleat Front Iron Knee Blend Chino Pants (Lands’ End)
- Red tie
- Short-sleeved polo shirts (red or white)
- Navy cardigan, pullover or fleece vest (for warmth in the classroom, if desired)

If enrolled in P.E.:

- White short-sleeved P.E. shirts with AHS logo or approved AHS shirts.
- Navy shorts or AHS athletic shorts and/or sweatpants (recommended for outdoor P.E. activities during cold weather)

May be purchased from vendors OTHER than Dennis Uniform Company:

Must wear on Friday: One pair closed-toe flat or low-heeled (less than 1”) black, navy or brown dress shoe with matching sole.

Monday-Thursday: One pair closed-toe secure-fitting, conservative shoes. Base color is black, dark brown, navy, white or gray. Subtle accents are permitted.

Athletic Shoes for P.E. only: One pair secure-fitting, conservative athletic shoes for indoor and outdoor use. All colors are acceptable.

Black, navy, gray or white socks.

Long-sleeved white oxford shirt (approved brands: Dennis or Lands’ End)

Must wear on Friday: Black or navy socks



Uniform Shopping List, Grades 9–12

Girls

To be purchased from Dennis Uniform Company or skirt from Lands' End (as indicated):

Dennis Khaki Box Pleated Skirt (must touch kneecap)
Khaki Box Pleat Skirt or Solid A-line Skirt (must touch kneecap) (Land's End)
Navy blazer
Albury crossover tie
Navy, khaki, Macbeth plaid Box Pleated Skirt (must touch kneecap)
Short-sleeved polo shirts – red, white, navy, green
Navy cardigan, pullover or fleece vest (for warmth in the classroom, if desired)

If enrolled in P.E.:

AHS Spirit Apparel or approved shirts from various AHS teams, associations or activities.
Navy shorts or AHS athletic shorts and/or sweatpants (recommended for outdoor P.E. activities during cold weather)

May be purchased from vendors OTHER than Dennis Uniform Company:

Must wear on Friday: One pair closed-toe flat or low-heeled (less than 1") black, navy or brown dress shoe with matching sole.

White oxford with button down collar* (pinpoint or plain weave, no logo - Dennis and Lands' End brands only)

Monday-Thursday: One pair closed-toe secure-fitting, conservative shoes. Base color is black, brown, navy, white or gray. Subtle accents are permitted. Girls may also wear a solid black or brown dress boot below the knee. Dress boots should be conservative in style and appearance and be flat or lowheeled (less than one inch).

Athletic Shoes for P.E. only: One pair secure-fitting, conservative athletic shoes for indoor and outdoor use.

All colors are acceptable.

Black or navy snug-fitting shorts (to be worn daily beneath the uniform; may not extend below the hem of the skirt)

Black, white, gray or navy knee socks

Must wear on Special Event Days: Tan or skin-toned nylons.

Boys

To be purchased from Dennis Uniform Company or pants from Lands' End (as indicated):

Navy Blue or Khaki pants
Classic Navy or Khaki Plain Front or Pleat Front Iron or Knee Blend Chino Pants (Lands' End)
Navy blazer
Albury tie
Navy or khaki pants
Short-sleeved polo shirts - red, white, navy, green
Navy cardigan, pullover or fleece vest (for warmth in the classroom, if desired)

If enrolled in P.E.:

AHS Spirit Apparel or approved shirts from various AHS teams, associations or activities.

Navy shorts or AHS athletic shorts and/or sweatpants (recommended for outdoor P.E. activities during cold weather)

May be purchased from vendors OTHER than Dennis Uniform Company:

Must wear on Friday: One pair of closed toe flat or low-heeled (less than 1") black, navy or brown dress shoe with matching sole.

White oxford shirt with button down collar* (pinpoint or plain weave - no logo Dennis or Lands' End brands only)

Monday-Thursday: One pair closed-toe secure-fitting, conservative shoes. Black, dark brown, navy, white or gray. Subtle accents are permitted.

Athletic Shoes for P.E. only: One pair secure-fitting, conservative athletic shoes for indoor and outdoor use.

All colors are acceptable.

Black, navy, khaki, gray or white socks

Must wear on Friday: Black, khaki, or brown socks.



Teacher Resources:

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.



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, sweat-

shirts, 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.



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

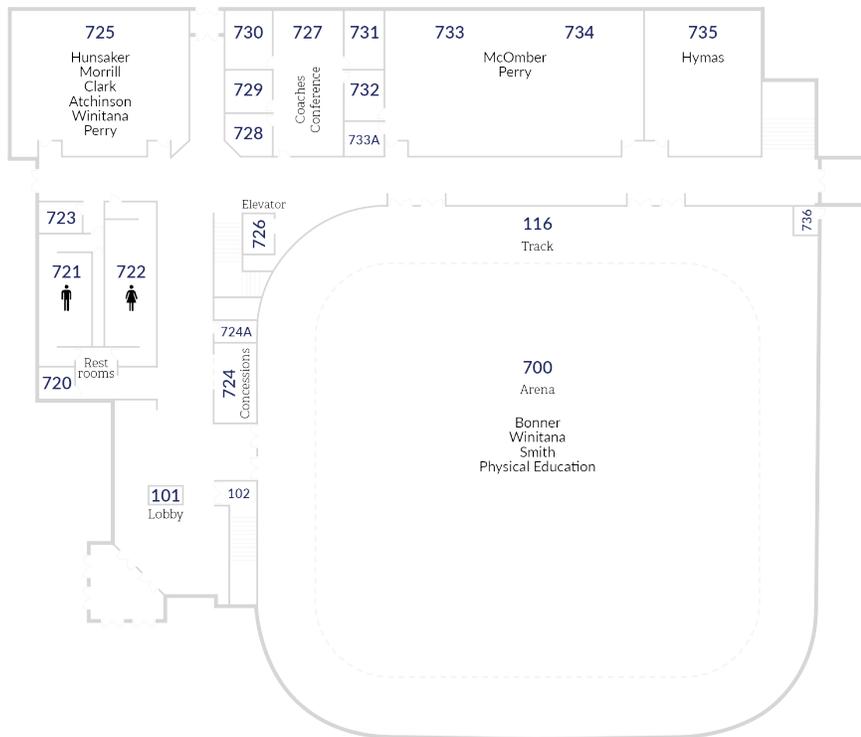
- Russell M. Nelson, "A Plea to My Sister," Ensign, 11/2015



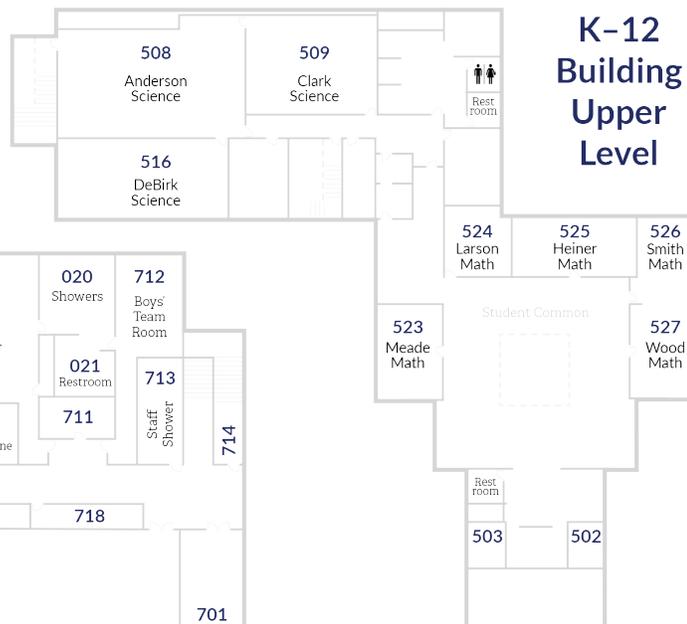


**K-12
Building
Main Level**





High School Building Main Level



K-12 Building Upper Level



High School Building Lower Level

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.

