



Voyager Academy High School

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ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY COURSE SYLLABUS

Instructor: Dennis Baker

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Teacher Website: www.misterbaker.weebly.com

Classroom: B133

Open Classroom Hours:

Tues. & Weds. 2:30-3:15

AP Central's Human Geography Website:

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html

AP Human Geography Exam:

FRIDAY, MAY 13, 2016 at 8:00 AM

Textbook:

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography. AP Edition.*
11th ed. Upper Saddle River, NJ: Pearson Education, 2014.

Introduction:

According to a National Geographic survey conducted of American students from 2002 to 2006, 1. **60%** were unable to correctly find Iraq on a map. 2. **90%** were unable to find Afghanistan. One might forgive these students because those countries are so distant from the U.S. Sadly, the results of the U.S. students were not much better even when quizzed on U.S. Geography. 3. **50%** of students were unable to find New York State on a U.S. map. Of the nine countries whose students participated in taking the survey, U.S. students finished 4. **2nd to last**. It is fair to say that many students in our country are geographically 5. **Illiterate**. If this is true of you now, it will no longer be true by the end of this course.

We typically think of the academic discipline of Geography as having to do with knowing and memorizing the names and locations of various continents, countries, bodies of water, etc. That is 6. **Physical Geography**, and that part of the study of Geography will certainly be a part of our course this year. But as the name of this class would suggest, we will also get into a lot more than just names and locations.

So what is Human Geography? If you feel comfortable defining Human History as the study of how and why human activities have been organized and arranged over 7. *time*; then it might be helpful to think of Human Geography as the study of how and why human activities have been organized and arranged over 8. *space*. It's why humans are 9. **where**; and why they are doing whatever they are doing there.

Advanced Placement Course:

While understanding our world better, along with all its peoples and their cultures are all very worthwhile goals for our course, this class has another key goal in addition to the learning itself: 10. **College Credit**. AP classes are designed to allow motivated students the chance to begin earning college credits while they are still in High School. This offers those students and their families several benefits:

- 11. **Cost Savings** at their eventual College or University (schools bill by the credit hour)
- Freedom to 12. **concentrate** on other classes at College
- Taking AP classes in high school can be considered 13. **impressive** to colleges when they consider admissions applications

Though it can change from college to college, for the most part AP Human Geography can be worth 14. **3** College Credit Hours for students who score high enough on the AP Exam. Depending on the school, those credit hours could have a cash value of anywhere from 15. **\$800** (in-state, public school) to 16. **\$12,000** (top-tier private school). (*Though to be fair, some schools won't accept them at all ☹.*) So work hard this year—in a very real way, what you do in this class this year could save you and your family 17. **hundreds, or thousands** of dollars.

AP Exam:

The AP Exam for this class will be on **Friday, May 13th** (*ominous, I know*) 2016 at 8:00 a.m. The test is comprised of two parts:

1. **Part 1: 18. Multiple-Choice Questions**—You have one hour to complete 75 multiple-choice questions (about 45 seconds per question). This section of the test is worth 50%.
2. **Part 2: 19. Free-Response Questions (FRQ's)**—You have 75 minutes to answer 3 multi-part short answer/short essay type questions (about 25 minutes per question). (*These are **not** essays, with introductions, thesis statements, and conclusions; but rather explanations and analyses of given questions.*) This section of the test is also worth 50%.

The test is 20. **written**—not taken on computers—therefore handwriting actually matters for answering the FRQ's. And while written answers are considered “drafts,” and therefore don't require perfect spelling or grammar, if the reader cannot read it or understand what is written, then they cannot 21. **grade** it.

Further, the test actually includes multiple-choice questions that the test makers 22. **do not** expect you to know the answers to—they purposely include some content that is not expressly covered in the curriculum. They do this to push you to make 23. **inferences** and evaluations based on what you *do* know to try and choose the best answer.

AP Exam Scoring:

AP Exams are scored on a scale from 24. **0-5**, with zero being a “non-grade or ungradeable,” and 5 indicating “excellent understanding of the concepts, demonstrated in a way that is highly commensurate with college level work.”

There really isn't "passing or failing" for the AP Exam—all the scores represent how well you 25. knew the material, and how well you 26. demonstrated your knowledge of the material. A score of 1 would likely indicate that a large number of questions were answered incorrectly, and that the writing was not particularly commensurate with college level work.

Many colleges require a score of 27. 3 or higher to receive college credit. Some require 4 or higher. And as stated earlier, some will not even accept a 5 for credit. This past year, about 28. 50% of students who took the exam scored a 3 or higher.

A Challenge for Younger Students:

AP Human Geography is a highly conceptual, and 29. abstract class. According to research, the part of the human brain that deals with abstract thought is not usually fully developed, on average, until the age of 30. 18. It has been the experience of some younger students to struggle with parts of the class. It is not uncommon for hardworking Freshmen to earn a score of 2 on the AP Exam.

An Opportunity for Younger Students:

AP Human Geography is widely considered an excellent "First AP" class to take for young students. The fact that there are 31. no essays on the exam allows students to focus more on the content than on the style of their writing (something they will definitely have to pay more attention to with later AP classes). Further, by the time students complete the course they will have an exceptionally strong grasp of the geographic 32. context for all of the regions of the world, which will be helpful to them in other Social Studies or History classes they take, AP or otherwise.

Controversial Issues:

Parents and Students alike should be aware that this course does delve into some traditionally controversial issues. Some of these issues include Birth Control, Genocide, Religion, Immigration, Human Impact on the Natural Environment, and Genetically Modified Organisms (GMO's), just to name a few. No one is free of bias, but we will attempt to cover these topics in a way that tries to be 33. fair, and represents 34. multiple sides of the issues. (Of course families are encouraged to discuss these issues at home as well, and bring their perspectives into the discussion in that way.)

Respect/Cultural Sensitivity:

Because this class can touch on so many sensitive issues, it is important that we make it clear from the outset that disrespectful treatment of other cultures, religions, races, ethnicities, etc. is not acceptable.

Instructor Background:

Before getting into teaching, I spent a number of years working in 35. Banking. I was a Personal Banker, and I helped individuals and businesses manage their accounts, as well as advise them on their investments, and lending needs. I also lived and worked for seven years in 36. China. During that time I was able to travel other places in Asia as well. I have also traveled some in Europe, but have not yet made it to Africa, South America, or Australia. I hope I can visit all three of those continents someday. I have taught Business, Economics, & Finance for five years now, both in the United States and in China. I have a Bachelor's Degree in Mass Communications and a Master's Degree in Teaching (both from UNC-CH), and am certified to teach Business, Social Studies, and Chinese.

Educational Philosophy:

*“Give a man a fish and you feed him for a day;
teach a man to fish and you feed him for a lifetime.”*

—Chinese Proverb

In many classes in school, 37. **Memorization** and recollection of facts is essential--this is one of those classes. AP Human Geography is a very vocabulary-heavy class, with each unit of study including 38. **40+** new terms for students to learn. Add in learning all the countries in the various regions of the world, and there is a lot to try and remember in this class.

Despite the foundational importance of memorization, as much as possible we will attempt to “learn by 39. **Doing**” through 40. **Project Based Learning**. Projects will hopefully provide students with the opportunity to really 41. **Practice Using** the material we’re learning.

Why do you want to do well in this class?

- **Grade Point Average (GPA)**—This is a common way of measuring the overall 42. **Work Ethic** of a student with regards to his or her classes in school. It is also commonly used for “ranking” students. Students receive a “4” for any class in which they earn an A, a “3” for any class they earn a B, a “2” for any class they earn a C, and so on. The grades are then averaged at the end of the year to create an individual student’s GPA. A GPA of 43. **4.0** would be considered excellent, as that student would have made A’s in every class. Any GPA between 4.0 and 3.0 is usually considered quite strong, as the student would have mostly made A’s and B’s. A higher GPA not only leads to awards, and recognition within the school, but 44. **Universities** also look very closely at GPA when making the decision to accept students or not. Since your grade in this class will factor in to your GPA, you should work hard to do well in this class.
- **Potential College Credit**—As mentioned earlier, students who earn a score of 3 or higher on the AP Exam can receive college credit for the class at many colleges and universities. This can save them money later on and allow them to focus on other classes in college.
- **Truly Useful Knowledge**—As our world becomes ever increasingly globalized, knowledge of other places and cultures is quite valuable. 45. **Employers** often seek workers who have this kind of knowledge, as they are then better sales people, marketers, innovators, and service people to others from different parts of the world. Better understanding different people and different places really does help open doors for you.

Grading System:

Voyager Academy High School operates on a 10-point grade scale, as follows:

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

Any score below 60% is considered failing.

Final Course Grade:

A student’s grade in class for the whole year (the grade that colleges will see someday) will be calculated as follows:

- 1st Quarter: 18%
- 2nd Quarter: 18%
- Midterm Exam: 8%
- 3rd Quarter: 18%
- 4th Quarter: 18%
- Final Exam: 20%

FINAL GRADE: 100%

Quarterly Grades will be calculated using the following breakdown:

Projects	40%
Tests/Quizzes	40%
Homework/Classwork	20%
TOTAL	100%

Communication:

*Students perform best when they are able to communicate well with their teachers 46. **And** parents. And when teachers and parents can communicate well with each other, they are 47. **Both** better equipped to help support students. I want to have good communication with both parents and students so that all students can perform to their very best potential. Below are some guidelines on communication so that we can all communicate as effectively as possible:*

Teacher Communicating with Parents & Students:

- **In Person**—I am at school everyday, ready and able to talk with students in person. In class, after school, whatever—I want to do 48. **Most** of my communication with students in person. Obviously this is more of a challenge for parents, but I am very happy to arrange 49. **Appointments** to meet with parents after school as necessary.
- **Email**—I will often email parents & students if there is something I need to communicate to them. Students should have a 50. **Gmail** account that they designate “for school” and they should check it 51. **Daily.** (*Remember, being a student is your full-time job, so this is your “work email.”*) I advise them to check it either in the morning when they get to school before classes start, or in the evening when they work on assignments or review the days’ notes (*or both!*). I will also try to communicate with parents periodically through general Email Updates on the happenings in our class, upcoming assignments, etc. (Any parent who does not get the periodic Email Updates should contact me to be added to the distribution list).

- **PowerSchool/Canvas**—This is the 52. **Primary** way I will communicate with students and parents about grades. Parents and Students should check these sites at least 53. **Once a week**. A good habit many Parents have taken on is checking PowerSchool with their students on Friday afternoons, and then 54. **Talking** with their students about what they see. Checking PowerSchool/Canvas helps Parents and Students know:
 - Their Student’s 55. **Grades**
 - If there are any assignments that have been turned in 56. **Late**
 - If there are any 57. **Missing Assignments**, and
 - Additional 58. **Notes** from teachers about individual assignments

***Parents who regularly check PowerSchool with their students on Friday afternoons can then help their students “adjust” their weekend plans and schedules accordingly if they find more attention needs to be paid to their studies ☺.*

- **Phone**—From time to time I will contact parents by phone. This will usually be only if there are special circumstances in the class, like we are asking for their help, their student has done something especially praiseworthy, or if there are discipline issues to discuss.

Student Communicating with Teacher:

- **In Person**--If you have a question about 59. **Anything** related to class, chances are one of your classmates has the same question, so please ask it 60. **During class!** *In class is the best time to communicate with me!* If you have a question you don’t want to ask in front of class, or if you just did not have time in class, come see me 61. **After school**. (I can be found after school for questions or extra help most days).
- **Email**—You may email me, and I will do my best to respond to student emails quickly, but I do have 62. **About 100** students, so responding *quickly* can sometimes be difficult. Also, because I see students in class every day, it usually makes more sense for students to just talk to me 63. **In Person**, because they often will see me before I get the chance to reply to their email. Some other issues with email:
 - Sometimes I get emails from students saying they don’t understand something. It can actually be quite 64. **Hard to “explain”** something over email. Asking in class or coming to see me after school would work much better for those kinds of questions.
 - Another problem with email is that **I do not check email 65. All the time**. If you email me at 11:00 at night with a question about an assignment that is due the next day, I probably will not be able to get back to you in time. I check email throughout the day as time permits. Most days I do not respond to email between 4:30 and 8:00 pm. If I am working at home on any given night I may be checking email, and will do my best to respond, but no 66. **Guarantees**. Holidays and weekends I might check email occasionally, so again, no guarantees there either.

- It should also be noted that **“not hearing back” from an email you sent me is 67. Not an excuse for not having an assignment done on time**--especially if you only emailed me the night before it was due. I will almost always give you multiple days to complete bigger assignments that might lead to questions, so do not 68. **Procrastinate**. Get started on assignments when they are assigned so that if you have questions, you have time to get them answered 69. **Before** it is due. Also, remember you can (*and should!*) ask questions in-person during class or after school.

Parents Communicating with Teacher:

- Parents, whenever possible, to help promote students’ personal responsibility for their studies and the development of their interpersonal communication skills, encourage students to first come and speak to me 70. **Themselves** about any questions or issues they might be having in class. If “Student to Teacher” communication has been tried and is not effective, then of course parents should get involved.
- **Email**—A great way to communicate, and I often use it to communicate with parents. I do my best to reply to parent emails promptly. If I haven’t replied to a parent email for 2 days, please email again to remind me. (*I would not intentionally ignore a parent email, but sometimes they do get buried under the pile!*)
- **Phone**--Parents are welcome to call me at school, but should only do so after school or during 5th period, as I teach during all other periods. Emailing to schedule a time to talk on the phone is also effective.
- **In Person**—Face to face communication is wonderful, but often impractical and difficult to schedule for busy parents. Of course we can always email to set up a face-to-face meeting if necessary.

Assignments:

Homework:

Homework is due at the **71. Start** of class on the assigned due date. Any homework handed in *after* the teacher has already collected homework will be considered 72. **One Day Late**—even it’s only a few minutes late. (*Completing work during class while we are doing other activities is not acceptable.*)

Work that is not handed in will be marked as a 73. **Zero**, and 74. **10%** of the total grade will be deducted for each day an assignment is turned in late. A student can work to complete the assignment and submit it for some credit within 68. **One week** of the original due date (Five school days). **Late work will not be accepted past 1 week.**

If a student fails to turn in an assignment before one week (five school days), then the 75. **Zero** grade will become permanent.

Journal Entries:

Students will be required to keep a journal section in their notebooks. From time to time, they will be required to write a journal entry on a particular topic. Whenever they are asked to complete a journal assignment, the teacher may decide to collect the completed journal entry for a homework grade the 76. **next day**.

Responsibility Grade:

Over the course of each quarter, students will have a Responsibility Grade that will assess their daily 77. **Preparation** for class, and 78. **Focus** on class goals and activities.

Every student will begin each quarter with a perfect 100/100 Responsibility Grade. As students do things over the course of a quarter that reflects a lack of responsibility, points will be 79.

Deducted from their Responsibility Grade.

Actions that could result in point deductions could include: tardiness, coming to class unprepared (*without necessary class materials like computer, charger, notebook, paper, pen, etc.*), failure to turn in homework on time, talking out of turn, etc.

Basically anything that reflects a lack of responsibility or focus.

The idea behind the Responsibility Grade is giving students an extra incentive to do what they are supposed to do. I will be very happy to give out lots of 80. **100's** for this grade every quarter—I hope I get to do so.

Tests:

Every unit will have a summative assessment that will reflect the make up of the 81. **AP Exam**, and to do this most of the Unit Tests will be taken over 82. **two** class days. The first day we will do the Multiple Choice section, and the second day the Free Response section.

Attendance & Absence:

Obviously attendance is very important. There is no substitute for being in the classroom with the teacher and other students, so Parents and Students need to work hard to be sure and be at school and in class 88. **Every day**. Missing school is difficult for students to recover from--*you miss one day and now need to do make-up work for six classes!* But it can be especially difficult for my class, where we often do in-class activities and group assignments. Many of those kinds of assignments and experiences are impossible to replicate outside of class. Also, according to North Carolina State laws, **more than 20 absences in any class will be an automatic 89. Failure for the year**. So make sure you're in school.

***Parents: As much as possible, try to schedule dental, orthodontic, other appointments, and even family trips and vacations such that students do not have to miss class time.*

Map Quizzes:

In each Unit, we will also seek to learn the names and locations of the countries in a particular region. For example, in Unit 2, in addition to studying Agriculture and Rural Land Use, we will also learn the nations of Central and South America. Maps will be given for the region at the beginning of the Unit, and the Map Quiz will come the week before the Unit Test.

Weekly Timed Writings:

Getting good at answering FRQ's is a major key to performing well on the AP Exam. As such, we will practice FRQ's 83. **weekly** for a small quiz grade

Exams:

During the school year there will be both a Midterm and a Final Exam. As mentioned in the section on grading, both of these exams will factor into every student's 84. **Final grade** for the year. The Midterm will account for 85. **8%** of the student's final grade, and the Final Exam will account for 86. **20%**.

Extra Credit:

I rarely offer any extra credit, but when I do, it will be available to *all* students. I 87. **Do not** offer special extra credit work to struggling students at the end of grading periods. Instead I advise them to focus on doing all the regular assignments well .

However, if you're sick, we don't want your germs—we want you to stay at home and rest and get better. One thing responsible students have done in the past when sick is 90. **Check my Website** and 91. **Email me**. Often there will be something new on the website with instructions, and it might be something the student can do from home. And a simple email of: *"I'm out sick today, please email me if there is any work I can do while I'm out. Thanks"* can also get you some instructions so that you're not so far behind when you return. Those strategies can work well for projects and/or assignments, but not so good for lessons/lectures. If you miss any days of lecture/notes, you might be able to get the notes from a friend, or you can make it a point to ***come and see me*** 92. **After school** if you want a more thorough breakdown.

If you do know 93. **In advance** that you will be out for any reason, let me know and maybe I can get you work in advance so that you don't get behind.

If class is missed, for whatever reason, it is 94. The Student's responsibility to 1) Get the missed work and 2) Turn it in completed. Students need to come to me about this—not the other way around. Usually the best time to come to me about this is not at the start of class, or during class, but after school.

Late/Make-up Work:

In general, I will deduct 95. **10%** of the grade for each day an assignment is turned in late. If an assignment was completed perfectly, with no errors, but turned in 5 days late; the very best grade possible would be a 50%. (*But 50% is far better than 0%!*) 96. **No late work** will be accepted after 1 week (5 school days). If *no work* has been turned in for an assignment after 1 week past the due date, a grade of 97. **Zero** will be entered into PowerSchool, and we will move on.

If students submit work late work electronically (through a shared folder, website, etc.), it is their responsibility to **also** 98. **Send me an email** letting me know that they have now submitted the work. (Otherwise I won't know to check and see that it's now been turned in.)

If students are absent, they will get 99. **Two days** for each day they were absent to turn in make-up work without penalty. If students missed a Test or Quiz while absent, it is 100. **Their responsibility** to schedule the make-up of that test or quiz sometime within 101. **One Week** of their return to school.

Supplies:

You will need one **3-Ring Binder** in which you will keep all your papers related to class. You will need to keep all these papers organized clearly in your notebook using **dividers**. You need a working **laptop** that can connect to the internet, a charger, and a Gmail (Google) account to use as your "school email." You also need to bring your **Assignments Journal**, as you will want to note any new assignments given and their due dates. You also need to bring pens, pencils, and paper everyday.

Technology in the Classroom:

Cell Phones—I am not against cell phones, ***but I am against students being distracted by them in class.*** You will be expected to use your phone like a courteous and respectful adult. Turn it to 102. **Silent** (not vibrate) and leave it in your locked locker, or your bag. ***You may not use it or check it in class unless specific permission has been given.*** There are certainly times where you might be allowed to use your phone in class, as it could be helpful to your learning; but the default in class will be for phones to be

unseen unless specific permission is given. If I 103. **See** you using a cell phone in class without permission, you will be subject to disciplinary action.

Leaving your cell phone either in your backpack or in your locker (not your pocket) is my recommendation. It should be 104. **Safe** there, and you should be less 105. **Tempted** to use it while you are in class.

I would **not** advise you to leave it in your pocket, your purse, on your desk, or in your desk. Phones can be easily damaged, lost, or stolen. Sometimes students take or hide each other's phones as a prank. This is usually not so fun for the person who's phone is 106. **Missing**, and many times this kind of behavior leads to rightfully angry students, and sometimes 107. **Damaged** phones. Keeping it locked in your locker avoids these problems, and the problem of being distracted by it in class. If you feel you need to have it "with you," keeping it on silent and in your bag is the next best option.

(Of course you are perfectly welcome to use it as you like outside of class time. Many students check their phones before school, at lunch, and sometimes between classes. I do the same.)

****Parents**—Please do not text or call your students on their cell phones while they are in classes. Students feel compelled to answer or respond immediately, and it is a distraction to them and those around them. Make sure your student knows if you text them during the day, you do not expect them to check for that text or respond to it until they are no longer in a class.

Laptops—VAHS is a school where all students are expected to have laptops they can use. **I expect you to bring your laptop (and charger) to class 108. Every day.** We might not use them every day, but there will be many days we do. Laptops can only be used in class when permission has been given to do so. If I find someone using a laptop in an inappropriate way during class (playing games, surfing the web, etc. when you are supposed to be working on class assignments) I will ask you to close the programs you are not supposed to be using, and disciplinary action will be taken.

Wireless Internet Access—The password for the student network is "Viking1AP"

Classroom Expectations & Rules:

1. Respect others in the classroom by 109. **Not** speaking while others are speaking—especially the teacher
2. Students will be in class on time, which means 110. **Before** the bell rings
3. Students will bring a working laptop & power cord, notebook (*with paper*), assignments journal 111. **And** a working pen or pencil to class each day
4. Students will turn in their homework, **completed**, at the **start** of class
5. Students will participate in class by listening with their 112. **Eyes**, asking and answering questions
6. Students will not touch other people's 113. **Property**, especially phones, laptops, other and belongings
7. Students will not fight, 114. **Hit**, push, intimidate or threaten others
8. Students will not 115. **Disrupt** class in any way

Consequences & Discipline:

My job requires that I maintain a safe and effective learning environment for 116. All students. If any student is violating any classroom expectations or rules, or otherwise hurting the learning environment for other students, I must take steps to protect the learning environment. Those steps include 117.

Disciplinary action.

Most of the time I will first try to redirect a student who is being disruptive. If that student 118. **Continues** in their disruptive behavior, the consequences could include any of the following:

- A Warning and contact with parents
- A Lunch Detention
- An After School Detention and contact with parents*
- Being sent to the Principal's office
- A disciplinary Referral to the Principal's office

** As the Responsibility Grade measures of how well a student is doing in terms of meeting their various responsibilities as a student (coming to class on time, prepared, homework done, not disrupting class, etc.), whenever a student gets their 5th point deducted (for any reason), it will result in an 119. **automatic** after school detention. The student's parent will be contacted and an after school detention date will be arranged. Every time another 5 points are deducted, another after school detention will be arranged.*

Course Schedule:

The following week-by-week schedule is a projection of how the class could progress during the 1st Semester. Of course the schedule is subject to change due to unexpected events, or if particular Units or Projects are going faster or slower than anticipated.

1st Semester Working Schedule:

Week:	Topic:
Aug 10-14	Welcome, Introductions, Syllabus, Begin Unit 1
Aug 17-21	Unit 1: Geography Basics
Aug 24-28	<i>Unit 1 Cont.</i>
Aug 31-Sept 4	<i>Unit 1 Cont.</i>
Sept 7-11	Unit 2: Agriculture
Sept 14-18	<i>Unit 2 Cont.</i>
Sept 21-25	<i>Unit 2 Cont.</i>
Sept 28-Oct 2	<i>Unit 2 Cont.</i>
Oct 5-9	Unit 3: Culture <i>(End of 1st Qtr.)</i>
Oct 12-16	<i>FALL BREAK</i>
Oct 19-23	<i>Unit 3 Cont.</i>
Oct 26-30	<i>Unit 3 Cont.</i>
Nov 2-6	<i>Unit 3 Cont.</i>
Nov 9-13	Unit 4: Population & Migration
Nov 16-20	<i>Unit 4 Cont.</i>
Nov 23-27	<i>Unit 4 Cont.</i>
Nov 30-Dec 4	<i>Unit 4 Cont.</i>
Dec 7-11	Review for Midterms
Dec 14-18	MIDTERM EXAMS

END OF 1ST SEMESTER

Student and Parent/Guardian Signatures: (Student Copy—to be kept in your notebook)

We have read, understood, and will follow the course syllabus and its requirements:

Student Name (printed): _____

Student Signature: _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____

Student and Parent/Guardian Signatures: (Teacher Copy—to be detached from packet and handed in)
We have read, understood, and will follow the course syllabus and its requirements:

Student Name (printed): _____

Student Signature: _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____