**Coronado High School**

**International Baccalaureate Diploma Programme**

**2016-17 Course Syllabus for English 10th Grade IBP Preparation**

**Student: Period:**

**Grade:** Sophomore 10th Grade

**Course:** English II IBP

Fall and Spring Semester: World Literature and Works in Translation

Development of Critical Analysis, Literary and Rhetorical Devices, Grammar, Vocabulary

Development of Analytical Essay Fundamentals

Revised: August 2016

Cours

**Teacher:** Ms Jan Bassett email: [jbassett@episd.org](mailto:jbassett@episd.org)

School Website/teacher directory: <http://coronado.episd.org>

Class Website: bassettchs.weebly.com

Class Sign-Ins: turnitin.com; schoology.com; remind.com; lets recap (all found on website – 10th)

Note: Each student will be issued an EPISD computer and is responsible to bring it to class daily.

For technical issues: call the helpdesk – 230-2601 or email – helpdesk@episd.org

**Course Content and Goals**: The mission statement of the International Baccalaureate Organization (IBO):

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments, and international organizations to develop challenging programs of rigorous international education and assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**Course Description:** The English IB-P course is designed to challenge students to integrate new information and skills into their previous knowledge base upon which to build academic analysis through an inquiry-based study. Improvements focus on reading, language, and analytical skills through close reading and interaction with poetry, prose, and drama. Connections between literature, history, and life through cultural literacy bring learning into current situations, ethics, and values. IB-P writing progresses analysis, expository and argument styles with proper form and structure of syntax through the study of grammar, vocabulary, the formation of essays and in-line citation (MLA). Social skills through discussions and cooperation advanced through group work, presentations, and class involvement create an atmosphere of active, compassionate learners. The study of the Texas STAAR End of Course Assessment Test, as part of the curriculum, will concentrate on extractions of passages, grammar, editing and revising, and the development of the short answer process. This process of instruction and assessment is intended to promote strong critical thinking and communication skills that will produce competent, informed, and reflective world citizens who can appreciate diversity and value tolerance.

**Ethical Practice in the Diploma Programme (cite: IBO.org website)**

The Diploma Programme requires academic rigour and active student involvement in all aspects of the curriculum. It places a strong emphasis on the ideals of international understanding and responsible citizenship. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Behaving and learning in an ethical way means students will observe the following practices. These are examples only and teachers will be able to add further examples of their own.

Stu\*Students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other

sources. They will not claim as their own the work of others. They will not give their work to others to pass off as their own. They will observe the integrity of the examination room.

* \*Laboratory or field experiments and investigations will be undertaken in an ethical way.
* \*No experiments involving other people will be undertaken without their written consent and their understanding the nature of the experiment.
* \*No experiment will be undertaken that inflicts pain on humans or live animals.
* \*No experiment or fieldwork will be undertaken that damages the environment.
* \*No artwork, performance or film will be undertaken that damages the environment.
* \*No artwork, performance or film will include excessive or gratuitous violence or explicit sexual activity.

\*All presentations will respect the personal, political and spiritual values of others and will contain no intention to offend in remarks about race, gender

or religious beliefs.

The Role of the Teacher: all teachers must provide the following support to students:

* \*Give students clear guidance about the nature of ethical practice in the Diploma Programme.
* \*Prevent students from undertaking any unethical practice for any work that is going to be assessed (for example, for internal assessment, the extended
* essay or a TOK presentation).
* \*Ensure that no work containing any unethical practice is presented for assessment.
* Plagiarism Copying the work (any work or part of) of another student/online work
* Unauthorized collusion Allowing your work (any work or part of) to be copied
* Aiding in another student’s academic dishonesty Duplication of work and/or research submitted for different assignments
* Fabrication of data Possessing unauthorized material during assessments, test, quizzes
* Stealing research, essays, examination The use of attempted use of unauthorized material during examinations
* Falsifying academic records, grades

Or any other behavior that gains an unfair advantage for a student or that affects the results of another student. Collusion between students will result in all students involved receiving an “0” on the assignment. EPISD requires that the code of “CH” be placed in the grade book for any form of cheating.

Turnitin.com facilitates the search for plagiarism of essay and assignments.

* Students can access “Free WiFi sites in El Paso” [Texas] from a link on the episd.org website under the ‘Resource’ tab or link:

<https://www.episd.org/21/freewifi.php>

Link is also available on Coronado Website/Jan Bassett on the directory site and website @ bassettchs.weebly.com

This process of instruction and assessment is intended to promote strong critical thinking and communication skills that will produce competent, informed, and reflective world citizens who can appreciate diversity and value tolerance.

**Course Outcomes include:**

* An ability to engage in independent literary criticism in a manner revealing a personal response to literature through devices learned;
* An ability to express ideas with clarity, coherence, conciseness, precision, and fluency in both written

and oral communication;

* A command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice

of language register, vocabulary, and style in both written and oral communication;

* A sound approach to literature through consideration of the works studied;
* A thorough knowledge both of the individual works studied and of the relationships between works studied;
* An appreciation of the similarities and differences between literary works from different periods and/or cultures;
* An ability to engage in independent textual commentary on both familiar and unfamiliar literary selections;
* A wide-ranging appreciation of structure, technique, and style as employed by authors, and of their effects on the reader; and
* An ability to structure ideas and arguments, both orally and in writing, in a logical, sustained, and

persuasive way, and to support these ideas and arguments with precise and relevant examples.

**Texts Needed for this class**

Because of the nature of our in-depth study of literature and poetry, **it is recommended that students purchase their own copies of novels, and the summer** **reading**. Close reading of literature requires many margin notes and annotations; personal copies of books makes annotating easier . The school does have limited copies of each work available for students who are unable to purchase their own books; however, students are not allowed to mark in school books. **Students will be required to annotate every work that we read for this class. Books must be paper-bound and not purchased on an electronic device (kindle, kook, etc. Books must be read in the non-abridged versions only, unless otherwise specified.**

**Summer Reading**: *Reading and Writing about Literature-a Portable Guide,*3rd Edition, Janet E. Gardner

**Used as** *Stories of Ourselves* (green paperback) -Anthology of Stories, Cambridge University Press. ISBN: 978-0-521-72791-4

**Textbooks:** *Songs of Ourselves* (blue paperback) -Anthology of Poetry in English, Cambridge University Press. ISBN: 978-8-175-96248-4

(optional)

**Novels and Drama**

***Please note: the following texts are subject to change at Ms Bassett’s and EPISD’s discretion***

*To Kill a Mockingbird,* Harper Lee (novel, North American, 1960) – ISBN-13: 044-6-310-789

*Their Eyes Were Watching God* (novel, North American, 1937) – ISBN-13: 978-00611-20060

*The Tragedy of Julius Caesar,* William Shakespeare (play, English, 1599)

*Animal Farm* by George Orwell (novel, English, 1946) – ISBN-10: 045-15-26341

*Snow Falling on Cedars,* David Guterson, (novel, North American, 1995) – ISBN-13: 978-06797-64021

*A Tale of Two Cities,* Charles Dickens (novel, English, 1859) – ISBN-13: 978-15123-14939

**Note: All texts can be purchased through amazon.com or Barnes and Noble. B & N is holding novels; however, Stories and Songs must be purchased individually by each student.**

**Please note: Additional poetry, articles, short stories, etc will be either printed for students, or will be located on my website for students to print.**

**Course Assessment: Texas Policies**

**Grades weighted:**

Major Essays: 30%

* Take-home formal essays that are significant to the IB-P program
* In-class formal essays that are significant to the IB-P program

Various Literary Assessments: 30%

* Major Tests
* Quizzes
* Fully Developed / Long-Term Small-Group Assignments
* Timed writing of literary analysis (prose and poetry)

Daily Grades: 30%

* Homework
* Rough drafts / outlines required for essays
* In-Class Literary Analysis (not noted as quizzes)
* In-Class / Short-Term Small-Group Assignments
* Group Oral presentations
* Short answer analysis of short passages

9 weeks/District Assessments/Class Participations: 10%

**Late Work:** 15 points per each day late (3rd Day – grade of “0”)

**Student Hours and Make-ups:** M-W: 8am-8:35am / Tu-Thurs: 3:55-4:30pm

**Teaching Time: 177 days @ 42 minutes daily=124 Hours (less half days, testing days, per EPISD)**

**Redo Policy is located on my website.**

**Absences and Grades**

If a student is absent from my class, the make-up assessment must follow the EPISD policy of one day absent equals one day to make up the assessment. Students must arrange with me when the make-up will be completed per Student Hours. If a student does not discuss with me/make-up the test/assignment within the time-limit, the NHI (“0”) will remain. Stating that “I had other tests to make up” does not equal setting a date for the make-up.

If a student has an unexcused absence, that student is responsible to make-up the assignment as stated above; however, if the unexcused absence is not corrected to an excused absence through the attendance office, per EPISD policy, grading will begin at 70 percent (example: if the student earned a 92, then the grade will be recorded as a 62).

Late work, as stated, remains the same with a 15-point penalty for each day late.

**Classroom management guidelines:** Because this a Sophomore IBP class, I trust that each student is *already* well-versed in the El Paso Independent School District’s Student Code of Conduct; however, it is necessary to remind each student of those responsibilities which will allow us to reach our goal of a fair, firm, and friendly classroom environment of respect and dedication:

* **Follow Directions, Follow Directions, Follow Directions.**
* Demonstrate courtesy—even when others do not. Behave in a responsible manner, always exercising self-discipline.
* Attend class the entire time the class is in session, except when ill or otherwise lawfully excused.
* Be on time, seated, with the necessary materials ready. Tardies and Absenses will be strictly noted per EPISD mandates.
* Be prepared for each class with appropriate materials, assignments, and any reading completed. Follow Directions.
* Attempt to master the essential knowledge and skills of the curriculum prescribed by the district, the state, and the international community.
* Dress in accordance with the campus/district standards of propriety, safety, health, and grooming. Follow Directions.
* Respect the rights and privileges of other students, teachers, teacher-interns, substitutes, and other district staff.
* Express opinions and ideas in a respectful manner.
* Due to the technology distributed by EPISD, computers must be brought to school each day; phones must be on *airplane mode*. All electronics, when not being used with teacher permission, will be confiscated, given to security, and carry a $15 fine. Follow Directions.
* Remove caps, sunglasses, or other accoutrement that would distract from the process of learning in the classroom. Follow Directions.
* Do not bring food or drink other that bottled water into the classroom. Follow Directions.
* Treat the physical environment of the classroom (wall, desks, textbooks, novels, teacher’s materials, etc) in a kindly manner.

**Course Assessment: Rubrics**

**Rubrics IBP classes: found on my website -Handbook**

The criteria for IBP written essays and presentations will be used as a guide for all essays/presentations written in Ms Bassett’s Pre-AP Sophomore class. Rubrics based on these criteria will be supplied to each student at the beginning of the semester and will be attached to all returned essays. The use of this style of rubric is to prepare the student for the assessment as used per the IBO. Various rubrics will be used as follows:

* **Written Criterion Assessment Rubric**

Knowledge and understanding: How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work:

Appreciation of the writer’s choices: To what extent does the student appreciate how the writer’s choice of form, structure, technique, and style shape meaning-annotating the author’s work.

Organization and development: How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas –the student’s analysis and argument of the work; effectively has the student embedded quotations in support of analysis.

Language: How clear, varied, and accurate is the [student’s] language? How appropriate is the [student’s] choice of register, style, and terminology? (“Register” refers, in this context, to the student’s used of elements such as vocabulary, tone, sentence structure, and terminology appropriate to the task. The study of Martin Joos “Language Registers” at the beginning of the school year will categorize the levels of proper language use).

* **Individual Oral Presentation Rubric**

Knowledge and Understanding of the Work: How much knowledge and understanding does the student show of the work used in the presentation?

Presentation: How much attention has been given to making the delivery effective and appropriate to the presentation? To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

Language: How clear and appropriate is the language? How well is the register and style suited to the choice of presentation? (Language Register)

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**Rubrics of EPISD:**

The criteria for STAAR Essays (26 lines) and Short Answer will be used as a guide for these types of assessments writing in Ms. Bassett’s IBP class. Rubrics are located on my website and will be attached to all returned STAAR styled essays.

**Assessments for this class include:**

* Daily grades: homework, class work, preparation, having all materials, etc.
* Teacher-generated quizzes and exams
* Timed writing of literary analysis
* Short Answer analysis
* Class-room discussions

**Materials Needed for this Class:**

Loose-leaf binder Wide Rule Loose-leaf paper USB Flash drive to back-up assignments/notes

Dividers (categories) PENS (black or office blue) Package of highlighters (5 colors)

Post-It notes (annotations) Pencil with good eraser (annotations) PLANNER (calendar) for your assignments

Multi-colored pens (annotations) White-out Tape Box of Tissue (Kleenex)

Student EPISD computer-daily Ear Buds

**PEN will be used for all turned in assignments, texts, essays, etc**.

Note: Students must be prepared with all materials – supplies, handouts, etc. – and follow all directions.

Note**: Spiral paper** torn from a notebook *will not be accepted*; **perforated paper** from bound notebooks will be allowed IF paper is removed without tears. These papers will be treated as late work and be turned in the next day with a 15-point penalty.

**Course Outline: *Please note: the following schedule is subject to change at Ms Bassett’s and EPISD’s discretion.***

**Grammar/literary devices/ writing-essay, short answer, response-format/vocabuary (SAT-Novel) are weekly assignments.**

**Reading quizzes for assignments will be given per Ms Bassett’s discretion.**

**Student EPISD Computers will be distributed. These computers are the property of EPISD and to be used for school assignments and research only; they are not for personal use. Students will also be given email addresses. This is the address expected to be used for all school communication - emails for assignments, questions / turnitin.com access / remind.com / any other communications.**

**Major Works Data Sheet** (per my website) will be required for every major work. These are to be kept in a binder and used as a study guide/reference for AP exams.

**Essay writings** will be assigned at various times for all novels, plays, and poetry. Essays will be either in-class or submitted to turnitin.com.

**Unit 2: Expository, Non-Fiction Reading and Analysis**

**09/12/2016 – 09/26/2016**

**Big Idea: The difference between reality and truth through knowledge**

**Summary**: Reading of Expository Texts, Analysis of Text; Essay Writing; Thesis Sentence, Main Idea. By studying non-fiction writings and essays, students will develop analytical skills through appeals and rhetorical devices. Students will connect various expository/non-fiction essays

and texts by theme, author’s purpose, and explore elevations of syntax and tone.

**Materials:** *Texas Write Source:* Texas Assessment Preparation Grade 10 (Persuasive Writing)

Various essays and speeches

Clips of debates, persuasive essays

**Fall Semester**

**Schedule is subject to change per Ms Bassett or EPISD Testing/Calendar**

**Unit 1: Foundation Skills**

**08/22/16-09/09/16**

**Big Idea: Building a Resource Handbook**

**Summary:** Introduction to Pre-AP: discuss course expectations, Pre-AP/AP rubrics, written assignment requirements, literary analysis strategies, literature genre analysis. Also, language registers, Modern Language Association Citation Format (MLA), and turnitin.com (register students in work authentication.) Extractions from summer reading book. Prefixes and Suffixes; Figurative Language; Thesis Development; Parts of Speech. Annotation of Text, Grammar Review, Literary elements Review; Word Origins; Thesis Development; Sentence Structure.

**Materials:** *Write Source Grade 10 :*Text and Skills Workbook (High School Class Resource)

Foundation Lessons

**Resources:** https://tinyurl.com/episdpearson (access to Pearson 10th textbook)

<https://owl.english.purdue.edu> (online writing lab)

[www.onelook.com](http://www.onelook.com) (Online dictionary, reverse dictionary, thesaurus)

[www.wordreference.com](http://www.wordreference.com) (translator)

Tone Words

Literary Terms

Sentence Types and Patterns

Five Ways of Looking at a Thesis

Grammar 101

MLA Format

**Common Assessment**: multiple choice

**Notes:**

**Unit 2: Expository, Non-Fiction Reading and Analysis Continued:**

**Resources:** Annotating Text Elements

Ethos, Pathos, Logos

Letter from Birmingham Jail

Persuasive Word Wall

**Common Assessment:** Persuasive Essay

**Notes:**

**Unit 3: Short Story, Poetry, Archetypes & Figurative Language**

**09/27/2016 – 10/17/2016**

**Big Idea: Universal elements Depicting Heroes and Dreamers**

**Summary: Students will analyze short stories and poetry using literary devices, archetypes, and figurative language to enhance critical thinking. Students will make the jump from literal to symbolic interpretations in literature and analyze isolated scenes from archetypes and their representation of images, characters, and situations as universal ideas.**

**Materials:** *Write Source Grade 10*

*Stories of Ourselves*

*Songs of Ourselves*

“A Worn Path”

**Resources:** Archetype Handout for Students

Fiction Terms

Plot Diagram – 3 Little Pigs

Poetry Terms

Short Story / Novel Terms

TPCASTT / DIDLS

**Power Learning Task:** Archetypes

**Common Assessment:** Short Answer

**Notes:**

**Unit 5: Novel, Biblical Allusions**

**11/15/2016 – 12/16/2016**

**Big Idea: Identifying Universal elements**

**Summary: Novel Analysis, Literary Elements, Biblical Allusions, Essay Writing**

**Materials:** *Their Eyes Were Watching God*

*Songs of Ourselves*

*Stories of Ourselves*

**Resources:** Bible Allusions List for Students

**Power Learning Task**: Unit 5: Novel Gallery Walk

**Common Assessment:** Paired Passages Short Answer

**Unit 4: Novel, analysis of Persuasion**

**10/18/16 – 11/14/16**

**Big Idea: Reality and Truth Through Narration**

**Summary: Novel Analysis, Literary Elements, Rhetorical Devices, Persuasive Texts, Essay Writing**

**Materials:** *To Kill a Mockingbird*

*Stories of Ourselves*

*Songs of Ourselves*

**Resources:** Close reading a Novel

Decoding Text

Ethos Pathos Logos

STAAR Persuasive Outline Sample

**Common Assessment:** Editing and Revising

**Reading for**

**Thanksgiving Break:** *Animal Farm*

**11/21/16 – 11/25/16**

**Notes:**

**Unit 5: Novel, Biblical Allusions Continued**

**End of Semester: Finals**

**12/20/16 – 12/23/16**

**Notes:**

**Unit 6: Rhetoric, Persuasion, Drama**

**01/10/2017 – 02/24/2017**

**Big Idea: Read, Analyze, and Write Persuasive Textx**

**Summary: Study of Rhetorical Devices and Appeals, Persuasive Argument, Elements of Drama, Study of a Drama**

**Materials:** *The Tragedy of Julius Caesar*

**Resources:** Drama Terms

Poetry Terms

Rhetorical Terms

**Power Learning Task:** Unit 6: Drama and Analysis of Persuasion

**Common Assessment:**  Essay

**Notes:**

**Unit 8: Research and Multi-Media Project**

**04/03/2017 – 04/28/2017**

**Big Idea: Evaluate Media vs. Traditional Texts**

**Summary: Research Skills, MLA format, Use of Media, Presentations**

**Materials:** *Snow Falling on Cedars* OR *A Tale of Two Cities* (Continued from Unit 7)

**Resources:** Multi-media Project Rubric

**Power Learning Task:**  Unit 8: Research and Multi-media

**Common Assessment:**  Student Presentations

**Notes:**

**Unit 7: Testing and Review**

**02/27/2017 – 03/31/2017**

**Big Idea: Prepare for EOC Examinations**

**Summary: Grammar Review, Sentence Structure and Variety, Conventions, Short Answers, Persuasive Essay; Expository Essay (for those students needing to pass EOC English 1)**

**Materials:** *Snow Falling on Cedars* OR *A Tale of Two Cities*  (Books to be continued into Unit 8)

**Resources:** STAAR Persuasive Graphic Organizer (Blank)

STAAR Persuasive outline

**Common Assessment:** No Common Assessment due to STAAR review and Testing

**Notes:**

**Unit 9: Novel**

**05/01/2017 – 05/31/2017**

**Big Idea: Identify Universal Elements**

**Summary: Analysis of a Novel: characters, plot, theme, conflict, literary devices, conflicts**

**Materials:** *Snow Falling on Cedars* OR *A Tale of Two Cities*

**Resources:** TBA

**Common Assessment:** Multiple Choice

**Finals for Semester**

**06/01/2017 – 06/06/2017**

**Notes:**

2016-17 English II IBP SIGNATURE SHEET  **(Please sign and return immediately)**

Dear Parents/Guardians,

The course syllabus and policies are of significant importance as they outline the student’s responsibilities at Coronado High School and my class room. Please take a moment to review the information with your student, then sign and return this signature sheet. The signature of both parent and student demonstrate that the material within this syllabus has been read by both.

Please note, your student will receive a progress report every three weeks. Additionally, grades are posted on a weekly basis and are accessible through Parent Portal and Student Portal on TEAMS, allowing you and your student to see his/her grades and know what is needed to succeed. It is your student’s responsibility to notify you of their progress, grades, NHI (Not Handed In) work, absences (excused and unexcused), etc.

It is my earnest desire to do my best to assist in preparing your student academically for a productive future in high school and higher education. I appreciate your help in relation to this goal.

Jan Bassett

English II PAP / IB-P

I (Parent), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the information as contained within the 2016-17 English II PAP Syllabus. I also attest that the following information is correct.

I (Student), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period: \_\_\_\_\_\_, have read and understand the information as contained within the 2016-17 PAP English II Syllabus. I also attest that the following information is correct.

Student school email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This email will be used for all correspondence with Ms. Bassett and any

programs (turnitin.com, etc) pertaining to this class.

Parent/Guardian #1:Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent /Guarduan#2:Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: Home:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: Home:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­

Home Address: Street: Home Address: Street:

Apt #: Apt #:

City/State: City/State: Zip code: Zip code:

Signed: (Parent/Guardian):\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: (Student):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_