**Raleigh-Egypt High School -** “Home of the Pharaohs”

**AP Human Geography Course Overview**

**Teacher:** Mr. Jayson Evaniuck **Web Site:** [**http://aphuman.weebly.com/index.html**](http://aphuman.weebly.com/index.html)

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**Planning Time:** Daily 9:21-10:10 **School Telephone:** 416-4108

**Course Overview**

Advanced Placement Human Geography is a year-long course that satisfies a required World Geography/History credit. It is most commonly taken as an elective for the purpose of college preparation.

* The course teaches the use of spatial concepts and landscape analysis to examine human organization of space on earth.
* The course teaches spatial relationships at different scales ranging from the local to the global.
* The course teaches students how to use and interpret maps, data sets, and geographic models. The course is taught daily for 50 minutes. The course is structured according to the most recent *Human Geography Course Description* by College Board® except where otherwise noted.

**Unit Multiple Choice Coverage on AP Exam**

1. Geography: A Spatial Discipline (5-10%)
2. Population Geography (13-17%)
3. Cultural Geography (13-17%)
4. Political Geography (13-17%)
5. Agriculture Geography (13-17%)
6. Development (13-17%)\*
7. Industrialization and Economic Geography (13-17%)\*
8. Urban Geography (13-17%)
9. Resource Issues\*\*

\*Together V and VII represent 13-17%

\*\*Deviation from College Board® outline

**Textbooks and Supplementary Sources**

De Blij, Harm. *The Power of Place.* New York: Oxford University Press, 2009

Hart, John Fraser. *The Land That Feeds US.* New York: W.W. Norton and Company, 1991

Kuby, Michael, John Harner, and Patricia Gober*.* 4th Edition, *Human Geography in Action*, New York: John Wiley, Inc., 2007.

Rubenstein, James M. *The Cultural Landscape*: *An Introduction to Human Geography*. 9th ed. Upper Saddle River, N.J.: Prentice Hall, 2008.

*The Nystrom Desk Atlas.* 2008. Indianapolis, IN. Nystrom Herff Jones Education Division

**Multimedia Resources**

*The Power of Place: Geography for the 21st Century* series. Video. N.p.: Annenberg/CPB Project, 2003.

*Food Inc.* Video. Magnolia Pictures, 2008.

*Human Geography: People, Places, and Change* series. Video. N.p: Annenberg/CPB Project, 1996.

*Human Geography Videos on DVD.* Video. Pearson Prentice Hall, 2008.

*Human Geography in Action*. Computerized activities. Gober*.* 4th Edition New York: John Wiley, Inc., 2007.

*Google Earth IGIS Software;* <http://earth.google.com/>; \*This software will be used for instruction as well as a lab setting for emphasizing spatial relationships and patterns.

*PBS: Frontline.* <http://www.pbs.org/wgbh/pages/frontline/>

**Internet Resources**

Census Bureau: International Data Base <http://www.census.gov/ipc/www/idb/informationGateway.php>

Census of Agriculture (2007)

<http://www.agcensus.usda.gov/>

Globalis: United Nations IGIS maps

<http://globalis.gvu.unu.edu/>

Maps of War – Interactive maps on various topics

<http://mapsofwar.com>

Population Reference Bureau

<http://www.prb.org/>

UN High Commission for Refugees

[www.unhcr.org](http://www.unhcr.org)

World Mapper

<http://www.worldmapper.org/>

The World Bank Group: Data & Statistics

[www.worldbank.org/data/](http://www.worldbank.org/data/)

<http://secure.worldbank.org/photolibrary/servlet/main?pagePK=149932> –World Photo Collection

The World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

**Class Structure**

Material will often be presented in a lecture format with multimedia enhancers. *The Power of Place* video series will be regularly used to reinforce concepts covered in class. Students will have opportunities to demonstrate learning through activities that go with lecture materials. The computer lab will be used for *Human Geography in Action* computerized activities. Students will also have free response questions that are derived from lecture material throughout the course. Reading assignments will be assigned nightly. At least one project per unit will be completed.

**Course Planner**

**Semester 1**

**Unit I Geography: A Spatial Discipline (4-5 weeks)**

A. What is Geography?

B. What is a Spatial Perspective?

C. Major Geographic Concepts, Models, and Themes (5 themes, Pattison’s 4 Traditions

Core/Periphery, Globalization, Spatial Diffusion, Distance Decay, Gravity

Model, LDCs and MDCs, Site and Situation, Regionalization, Globalization)

D. Geographic Skills: Scale, Map Skills, Regionalization, Spatial Distribution, and

Interconnectivity

E. GIS and Internet based GIS Technology

Required Reading and Activities

* Rubenstein, Chapter 1: “Thinking Geographically”
* “Do Maps Create or Represent Reality?” Laura Hebert. <http://geography.about.com/library/misc/ucmaps.htm>
* *The Power of Place: Geography for the 21st Century.* Program # 1
* Kuby: Computerized Activity 1.2 Thematic Maps, 3.1 Mapping the Diffusion of AIDS
* De Blij, Harm, Chapter 1: Globals, Locals, and Mobals

Unit I. Activity: Map Critique and Analysis

Students select a map from a newspaper, magazine, the Internet, or another source (the map or a photocopy of it must be turned in with the essay). Students examine the map carefully and think about the choices the cartographer made. They must consider the map’s projection, colors, symbols, data classification, scale, and overall design. In a five-paragraph essay, they must evaluate (stressing both advantages and limitations) the map’s usefulness.

**Unit II Population Geography (4 weeks)**

A. Population

1. Where is the World’s Population Distributed?

2. Where has the World’s Population Increased?

3. Various ways of Measuring Density

4. Why is Population Increasing at Different Rates in Different Countries?

5. Demographic Transition Model

6. Why Might the World Face an Overpopulation Problem?

7. Malthusian, Neomalthusian and Other Population Theories

B. Migration

1. Why do People Migrate?

2. Ravenstein’s theories, The Gravity Model

3. Where are Major Historical and Current Migration Streams?

4. Why do Migrants Face Obstacles?

5. Migrations Within a Country

6. Refugees and Internally Displaced Person Migrations

Required Readings and Activities

* Rubenstein, Chapters 2 and 3: “Population” and “Migration”
* De Blij, Harm, Chapter 4: “The Rough Topography of Human Health”
* *The Power of Place: Geography for the 21st Century.* Program #2, 18a, 19b, 21, 25a
* *Cash Flow Fever.* Human Geography Videos on DVD
* Kuby: Computerized Chapter Activity 5.1 Matching Demographic Descriptions with

Population, 5.2 Demographic Momentum

Unit II Activity: Population Profile

Students will use what they have learned to create a population profile of a selected Less developed country. This same country will be used for activities in following units. This profile must include the following:

* A population pyramid – you must print or make your own pyramid for 2009, 2025, and 2050 – use population data from <http://www.census.gov/ipc/www/idb/informationGateway.php>
* Population Statistics: Projected Pop 2025, 2050, Infant mortality rate, fertility rate, Urban population % and #, CO2 admissions/capita, population with access to clean water, # of vehicles/capita, economically active male vs. female, HIV infection rate, migration rate [www.prb.org](http://www.prb.org)
* A five- paragraph summary that covers:

1. The countries age, growth rate, and the challenges that the country faces related to population.

2. Where your country is in the demographic transition model.

3. How variables such as Urban population % and #, CO2 admissions/capita, population

with access to clean water, # of vehicles/capita, economically active male vs. female,

HIV infection rate are impacted by the countries growth as well as DTM.

4. The migration rates and what this indicates about the country.

**Unit III Cultural Geography (4 weeks)**

A. Concepts of Culture: Traits, Diffusion, Acculturation, Cultural Regions

Required Reading and Activities

* Kuby, Chapter 2: “Layers of Tradition: Culture Regions at Different Scales”

B. Popular and Folk Culture

1. Where do Folk and Popular Cultures Originate and Diffuse?

2. Folk Culture Landscapes and Clustering

3. Why is Popular Culture Widely Distributed?

4. Why does Globalization of Popular Culture Cause Problems?

Required Reading and Activities

* Rubenstein, Chapter 4: “Folk and Popular Culture”
* Gillespie, Carol Ann, “Survival of a Folk Culture: The Old Amish Order,”
* Selections from *The Gods Must Be Crazy.* Movie
* *The Power of Place: Geography for the 21st Century.* Program #14a

C. Language

1. The Global Distribution of Languages

2. The Origin and Diffusion of Languages

3. Modern Language Landscapes and Mosaics

Required Reading and Activities

* Rubenstein, Chapter 5: “Language”
* De Blij, Harm, Chapter 2: “The Imperial Legacy of Language”
* *The Power of Place: Geography for the 21st Century.* Program #25

D. Religion

1. Where are Religions Distributed?

2. Spread of Religion

3. Religious Landscapes and Spatial Patterns

4. Religious Conflict

Required Reading and Activities

* Rubenstein, Chapter 6: “Religion”
* De Blij, Harm, Chapter 3: “The Fateful Geography of Religion”
* Kuby: Computerized Mapping Activity 12.1 Mapping Religious Affiliation
* *The Power of Place: Geography for the 21st Century.* Program #17
* *Untouchable.* Human Geography Videos on DVD. Pearson Prentice Hall

**Unit III. Activity: Origin and Diffusion of a Sport Activity**

1. Students will pick 1 sport: LaCrosse, Cricket, Rugby, Ice Hockey, Football, Track (Running race), Greco Roman Wrestling, Volleyball, Croquet, Cycling, Gymnastics, Snow Skiing, Bowling, Swimming, Tennis, Boxing, Kung Fu (Wushu). Not limited to this list.

2. Students will research and present the following information in the form of a power point presentation

Background

* Brief description of the sport if it is not obvious already.
* When the sport started?
  + - Give a brief history (timeline is good way to this)
    - How the sport started?

Spatial Information (Must Use Map)

* Where the sport started? Hearth region must be drawn on a map
* Where the sport is most popular today? Include all of the areas on a map as well

as arrows and dates representing the diffusion from the hearth area

* Map must include TODALS (Title, Orientation, Date, Author, Legend, Scale)

Folk and Popular Culture Conclusions

* Did this sport start as a folk activity?

If yes, what steps led to its diffusion and popularization?

If no, explain how it began as a popular sport without first being a folk activity.

* How did this sport diffuse? What type of diffusion was it?

**Unit IV – Political Geography and Ethnicity (4 weeks)**

A. Ethnicity

1. Where are Ethnicities Distributed?

2. Why Have Ethnicities Been Transformed Into Nationalities?

3. Ethnic Conflict and Cleansing

Required Readings and Activities

* Rubenstein, Chapter 7: “Ethnicity”
* *The Power of Place: Geography for the 21st Century.* Program #11a, 14b, 25
* *Roma Rights.* Human Geography Videos on DVD. Pearson Prentice Hall
* *Srebrenica –* *Looking for Justice.* Human Geography Videos on DVD. Pearson Prentice Hall

B. Development of the State, Nations, and Nation-State

C. Types and Shapes of Boundaries

D. Conflict Related to Boundaries

E. Cooperation and Multinationalism

F. Devolution, Forces of Change, and Terrorism

Required Readings and Activities

* Rubenstein, Chapter 8: “Political Geography”
* De Blij, Harm, Chapter 6: “Places Open and Shut”, Chapter 9: “Promise and Peril

in the Provinces”

* *The Power of Place: Geography for the 21st Century.* Program #3,4,8a,13a19a
* Article critique: *The Revenge of Geography.* Robert D. Kaplan
* *Gerrymandering.* Richard Morrill
* *Rethinking Space and Place After September 11th. Dr. Steve Wiley*
* Continent X: The Geopolitical Lesson of Size Shape and Location. Pathways#29, 57-63

**Unit IV. Activity: Ethnicity & Political Organization of a LDC**

Up to this point students have been analyzing a Less Developed Country of their choosing. For each unit students have analyzed a particular LDC to see the concepts of the unit in a case study.

* Use the website:
* [https://www.cia.gov/library/publications/the-world-](https://www.cia.gov/library/publications/the-world-     factbook/fields/2075.html)

[factbook/fields/2075.html](https://www.cia.gov/library/publications/the-world-     factbook/fields/2075.html) to identify the ethnic groups within your PING. Create a graph that shows the distribution of ethnicities within your PING.

* Describe in a paragraph the state type of your PING: nation-state, stateless nation, multi-nation state or multi-ethnic state. Explain your conclusions.
* What is the demonym for the people of your PING? <http://geography.about.com/library/weekly/aa030900a.htm>
* Use the site: http://www.nationalanthems.info/ to locate the national anthem for your country. In a paragraph describe the background and history of the national anthem for your country. Include a copy of the national anthem and discussion of how the lyrics represent the national history of your PING.
* Print a copy of your PING’s map and describe the symbolism – or you can hand make the map. In one paragraph, describe the shape of your PING and the implications this may have on its political situation. Include any boundary issues it has with other countries.

**Semester 2**

**Unit V – Agricultural Geography (3 weeks)**

A. Beginnings of Agriculture and Hearth Areas

B. Global Agricultural Regions

C. Traditional Agriculture of Rural Peoples

D. Agriculture of Developed Regions

E. Sustainable and Organic Agriculture

F. Economic Challenges of Farming

G. Landscapes of Rural Settlement and Rural Land Use

Required Readings and Activities

* Rubenstein, Chapter 10: Agriculture
* Hart, John Fraser. *The Land That Feeds Us.* Selections.
* *The Power of Place: Geography for the 21st Century.* Program #7b,12a,16b,20a,26a
* *Coffee Go Round.* Human Geography Videos on DVD. Pearson Prentice Hall
* *As it Grows, India Faces Problems Feeding Itself.* <http://www.pbs.org/newshour/extra/video/blog/2009/09/as_it_grows_india_faces_proble.html>
* *Food Inc.* Video. Magnolia Pictures. 2008
* Kuby: Computerized Activity 8.1 Agricultural Landscapes and Production Methods

Unit VI Activity: The Globalization of Agriculture (From Kuby Chapter 8)

Students will take a trip to the grocery store and analyze food products. They will have the task of analyzing perishable and nonperishable food products from domestic and imported sources. Students will analyze price, quality, label, advertising, and season to better understand globalization of food.

**Unit VI – Development (2 weeks)**

A. Levels of Development Among Countries

B. Rostow’s Model of Development

C. Distribution of MDCs and LDCs

D. Development and Gender

E. Obstacles to Development

Required Readings and Activities

* Rubenstein, Chapter 9: “Agriculture”
* De Blij, Harm, Chapter 7: “Same Place, Divergent Destinies”
* *The Power of Place: Geography for the 21st Century.* Program #13,18b,20b
* *Staying Alive.* Human Geography Videos on DVD. Pearson Prentice Hall
* *The Trade Trap.* Human Geography Videos on DVD. Pearson Prentice Hall

**Unit VI Activity**

Students will create a development profile of for their LDC. The following website will be used to evaluate the development information for your country: http://hdr.undp.org/en/countries/alphabetical2008/ The country profile will need to include the following information:

Human Development Index

* value and country rank overall
* 2006 value and rank -- countries above and below yours
* Life expectancy rank
* Literacy rank
* GDP per capita rank

Students should research the history of their given country and write 3 paragraphs that cover:

1. The current development situation of the country.

2. Reasons why the country is an LDC – should include any historical, political, or

geographic reasons behind the economic reality.

3. Based on the combined population, political, historical, and economic analysis of this

country, what do you predict for future development? Why?

**Unit VII – Industrialization and Economic Geography (4 weeks)**

A. Industry

1. Industrial Revolution

2. Global Distribution of Industry

3. Site and Situation Related to Industry

4. Expansion of Industry and Weber’s Model

5. Industrial Change: New and Old Locations

6. Trade Agreements and Organizations

Required Readings and Activities

* Rubenstein, Chapter 11: Industry
* *The Power of Place: Geography for the 21st Century.* Program #5a,6a,11b,26b
* *Imagining New Worlds – People, Places and Change* Human Geography: People, Places, and Changeseries
* *Geraldo’s Brazil.* Human Geography Videos on DVD. Pearson Prentice Hall
* *Japanese Motor Vehicle Producers in the USA:* *Where and Why.* James M. Rubenstein

B. Services

1. Origins of Services

2. Rural Services

3. Central Place Theory and Market Area Analysis

4. Large Settlements of Services

5. Central Business District

Readings and Activities

* Rubenstein, Chapter 12: Services
* *The Power of Place: Geography for the 21st Century.* Program#10,15
* Kuby: Computerized Activity 9.2 Market Area Geography

Unit VII. Activity

The Geography of Your Closet

Students will go through all of their clothing and chart the company and the country where item is headquartered as well as the GDP per capita of the country. Similarly, the companies manufacturing site and its GDP per capita will also be charted. Students will then map the global distribution of manufacturing countries and headquarters of the items in their closet.

After completing the chart and map, students will analyze their findings with the following questions:

1. Production. Describe the spatial patterns you see on your map. Are the headquarters and production facilities located in the same countries? If not, why not? Pick one of your garments and discuss why you think the headquarters are in the country that they are (or state or city, if you have more detailed information), and why the production facilities are in the country that they are. Be specific.

2. Consumption. Connect the commodity chain down to you as an individual. Where did you buy your clothing? Where did you do the labor that produced the income that paid for your clothing? What do the table and map that you made say about your consumption habits?

3. Consequences. Pick one of your garments. Approximately how many miles did that piece of clothing travel to get to you? What mode of transportation did it probably use? Where might it have passed through along the way? How are you connected to other parts of the globe through the goods you consume?

**Unit VIII – Urban Geography (3 weeks)**

A. Urban growth at different levels

B. Urban Models

C. Urban Problems

D. Suburban Problems

Readings and Activities

* Rubenstein, Chapter 12 and 13: “Urban Patterns”
* De Blij, Harm, Chapter 8: “Power and the City”
* *Beyond the Motor City: Detroit Blue Print America.* PBS. <http://video.pbs.org/video/1409024983/>
* *The Power of Place: Geography for the 21st Century.* Program#9b,12b,16a,23a,24
* *The Barcelona Blue Print.* Human Geography Videos on DVD. Pearson Prentice Hall
* *Slum Futures.* Human Geography Videos on DVD. Pearson Prentice Hall
* Kuby: Computerized Activity 11.1 Transportation and Urban Growth 11.2 Urban Sprawl Scenario Analysis

Unit VIII. Activity

Design a City

The students’ task is to design an ideal city-one which is convenient for humans,

preserves the environment, and maintains a quality of life for both animals and

humans.

Use a piece of butcher paper at least 15 x 20, and a pencil to sketch in the spaces.

Logically, place the structures and spaces.

It is crucial that the size for each of the “characters” in the city be the same.

You are to present a brief rationale for the city you create. Include the following

information:

What is the topography?

What is the site and situation?

What is the water source?

What model(s) does your city follow?

What are the positive features/negative features of your design?

You must include most of the following structures and spaces, and you may include

your own ideas, too.

At least 1 river

1 CBD

Suburbs/Exurbs

Modest houses

Splendid houses

Multi-Family Dwellings

Stores/shopping centers/malls

Primary schools (private and public)

Bank(s)

Restaurants

1 courthouse/jail/police station(s)/fire station(s)

1 city hall

Post office

Factories of various sizes/types

2 Railroad lines and stations

1 airport

Highways/interstates

At least 8 major streets w/ intersections

2-3 Bridges

At least 1 museum

Secondary schools (private and public)

Low income housing

At least 1 hospital

At least 1 theater

At least 3 places of worship

2-3 cemeteries

City parks/Green spaces

At least 1 library

Entertainment spaces such as stadiums, Park type areas

Sanitation/landfill/water treatment

**Exam Review – (4 weeks)**

Exam Review Project

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands; one Nation under God, Indivisible, with liberty and justice for all.

Within this statement lie at least 5 ideas found within our Human Geography studies. The entire statement itself is a sixth example as it is an idea that, when wrongly used, has led to many wars in the last 150 years.

The assignment is to examine this pledge through the eyes of a Human Geographer, find and explain in detail as many of the connections with Human Geography as you can. The grade will be obtained in the following way:

• Earn a C for finding and explaining 3 connections to Human Geography

• Earn a B for finding and explaining 4 connections to Human Geography

• Earn an A for finding and explaining 5 connections to Human Geography

5 points each (max of 10 bonus pts) may be earned for any examples beyond 5 you find and successfully convince me through your explanations, have a connection to Human Geography.

In the explanation of each idea I must be convinced your idea has a connection to Human Geography or you will not get the score. Don’t just list ideas; explain what the connection to Human Geography is. When you write your explanation include the chapter we studied that idea in, for example, the chapter on religion or the chapter on political geography. You might even use a term more than once if it applies to more than one chapter.

**Exam 5/13/2010**

**Unit IX – Resource Issues (1 week)**

A. Resource Depletion

B. Pollution

C. The Importance of Reusable Resources

D. Sustainability and Biodiversity

Required Readings and Activities

* Rubenstein, Chapter 14: Resource Issues
* *The Power of Place: Geography for the 21st Century.* Program #23b,26a
* *Warming Up in Mongolia.* Human Geography Videos on DVD. Pearson Prentice Hall

**Evaluation**

*Class Activities and Participation* (25%) Assignments will be completed in class from *Geography in Action* as well as mapping assignments and other assignments. Includes work in class that is not collected and graded.

*Homework* (10%) Homework will be assigned nightly. This includes but is not limited to article summaries, vocabulary in the notebook, reading assignment questions.

*Notebook* (10%) An interactive notebook (see handout) will be kept for class and will need to be brought to class daily. Each notebook check will occur when the unit test is given in class.

*Project* (15%) At least one project will be assigned per unit.

*Quiz’s* (15%) Vocabulary quizzes and reading quizzes will be given periodically. Map quizzes of different regions of the world will also be given.

*Tests* (25%) A unit test will be given at the end of each unit. These tests will include 20-25 multiple choice questions and 1-2 free response questions (frq).

**Readings**

Readings will be assigned weekly. It is absolutely essential that you complete the assigned readings. Take notes on the main points of the readings. Do not write in the textbook, use a separate sheet.

**Vocabulary**

Vocabulary will be assigned regularly. It should be completed outside of class in your notebook. Vocabulary is one of the keys to doing well on the exam.

**Absentees/Late Work**

Late work and missed assignments will not be accepted unless an excused absence was the reason.

**Late Work and Make-up Work/Examinations**

When a student is absent, he/she should see Mr. Evaniuck immediately upon returning to school to obtain the missed assignment and turn it in a timely manner. Work missed due to an unexcused absence cannot be made up. Examinations must be made up within **one calendar week** of the day they were originally given.

**Supplies**

Students will need a sturdy **2-inch three-ring binder** in which to collect and organize their work. There are approximately 9 different units of study that will need to be separated by **dividers** for easy review. Things like old manila folders or pieces of card stock will work wonderfully for dividers.

**Outside Reading**

The reading of current books about culture, economics, politics, etc., is encouraged and students will receive extra-credit for it. The list below is a suggestion, but other books may be accepted if pre-approved. Note that some books I have not personally read yet, and I am trusting fellow AP Human Geography teachers on their value and appropriateness. Others contain language, which may be considered offensive by some. Please check with the Mr. Evaniuck if you have concerns.

🕮 *Confucius Lives Next Door* or *The United States of Europe* (T. R. Reid)

* *Savages and Civilization* (Jack Weatherford)
* *Ten Geographic Ideas That Changed the World* (Susan Hanson)
* *Guns, Germs, and Steel* or *Collapse* (Jared Diamond)
* *The World is Flat* and/or *The Lexus and the Olive Tree* (Thomas Friedman)

**Important Dates:**

|  |  |  |
| --- | --- | --- |
|  | **Progress Reports Issued** | **Report Cards Issued** |
| **1st Quarter** | 9/15/2010 | **10/20/2010** |
| **2nd Quarter** | 11/17/2010 | **1/12/2011** |
| **3rd Quarter** | 2/2/2011 | **3/30/2011** |
| **4th Quarter** | 4/20/2011 | **Mailed** |

**ACKNOWLEDGMENT**

When you turn in the signature page (the next page in this handout) to me signed below; I will give you credit and return it to you. Your signature and the signature of your parents, or guardians, constitute your commitment to the course and to prepare for the AP Human Geography examination. Keep this syllabus available for reference in your notebook.

**AP HUMAN GEOGRAPHY**

**I have read the course description and I am fully aware of the commitment required for a student to succeed in this class. I am prepared to make the necessary commitment, understanding all that it entails**.

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**Student Signature Date** **Parent/Guardian Signature** **Date**

Cellular Phone #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please feel free to list any other information that would be helpful for me to know below: