Spanish Honors 4 Syllabus

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**PLC Tutoring Schedule:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Schulze |  |  |  | Tutoring | Testing |
| Serrano |  |  |  | Tutoring | Testing |

**COURSE DESCRIPTION AND AIMS:**

 The Honors course is “a rigorous pre-university course of study” designed to prepare students effectively for university entrance. The additional and reviewed elements have been included to help foreign language learners become better able to use that language in different contexts and for different purposes.

The aims of the Honors course are to:

* Develop international-mindedness through the study the study of languages, cultures, and ideas and issues of global significance.
* Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
* Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
* Develop students’ understanding of the relationship between the languages and cultures with which they are familiar.
* Develop students’ awareness of the importance of language in relation to other areas of knowledge.
* Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical-and creative-thinking skills.
* Provide students with a basis for further study, work and leisure through the use of an additional language.
* Foster curiosity, creativity and a lifelong enjoyment of language learning.

**CURRICULUM OVERVIEW:**

Our Honors class is taught ***completely*** in Spanish except for the occasional grammar class. In this class we learn how to use the language in a variety of contexts and skills to discuss themes and topics in class.

“Honors 4 is designed for students with some previous experience of the target language. In this course, students **further develop** their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. [Students} describe situations, narrate events, make comparisons, explains problems, and state and support their personal opinions on a variety of topics relating to course content.”

Under the new syllabus the students are encouraged to develop in the following skills:

|  |  |
| --- | --- |
|  | **Description** |
| **Receptive Skills** | Students understand a range of written and spoken authentic personal, professional and mass media text on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases. |
| **Productive Skills** | Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics. |
| **Interactive Skills** | Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.  |

As part of the new changes of the course, students should now expect to see the following aspects in the class:

* Instead of focusing on core topics and options, the new course is based around 5 **general themes** that are not connected to specific assessment components. Those themes are: Experiences, Identities, Human ingenuity, Sharing the planet, and Social organization. The studying of these themes should help students develop intercultural awareness and international-mindedness by focusing on the target culture while developing their linguistic competence in the target language.
* **Conceptual understanding** has been brought to the forefront as students will be asked to consider five concepts throughout the course: Audience, Context, Purpose, Meaning and Variation. Students should recognize how these concepts shape any written and/or spoken piece and demonstrate understanding of different concepts when determining the overall purpose of a text, for example, or choosing a text type to respond to a written production prompt.
* **Listening comprehension** will be officially tested; it will be included as part of the assessment of receptive skills in Paper 2. Students at both Higher and Standard level will listen to 3 spoken texts and be required to answer listening comprehension questions.
* The **Higher Level internal assessment** will be based on a literary extract of approximately 300 words, taken from one of the two literary works studied in class. Students are required to focus their presentation on the content of the extract itself, discussing the event(s) in the extract, and focusing on the main idea(s) or message(s).
* **Interactive oral activities** will no longer form a part of the internal assessment. However, they are good learning tools and should be used in the classroom to help students improve their speaking skills. (*Oxford University Press*)

**SEQUENCE AND ALIGNING OF THEMES AND TOPICS (***Subject to change)*

The Honors course approaches the learning of language through meaning. Through the study of the themes, plus literary works , students build the necessary skills to reach the assessment objectives of the the honors course through the expansion of their receptive, productive and interactive skills.

*(See table in next page)*

|  |
| --- |
| **La belleza y estética** |
| **Los desafíos** |
| **La ciencia y la tecnología** |
| **La vida contemporanea** |
| **Las identidades publicas** |
| **Las familias y las comunidades** |

**MATERIALS NEEDED**

Students will need a notebook and a folder with sheet protectors. Please remember though that this is a two-year class and you will need your notes 18 months from now. The pencil is the choice of writing utensil. This way, if you should change your mind about an answer you want to submit, you can cleanly erase it and start over. If you must use pen you can use any color as long as it is not red, of a similar hue, or any color that is light or hard to see. Index cards and tab separators are optional.

**DUE DATES**

Major assessments will be announced at least five days ahead of time. Most assessments are announced at the beginning of the unit and will be posted in the classroom calendar. Missed exams need to made-up the first Friday after the absence unless a prior appointment has been made with the teacher. If there is any homework, it will be due at the beginning of class on the day it is due.

**CELL PHONE POLICY**

Electronic devices should not be seen or heard except during approved times. These include: before and after school, during lunch, between classes. Students may use devices in common areas. Once students enter a classroom, devices must be put away unless given direct permission from the teacher to use to support instruction. Students must turn over devices if the teacher collects them at the beginning of the class period. All devices must remain in silent mode. No phone calls are allowed during school hours on personal devices. All items being used outside of these acceptable use times will be confiscated with parent pick up only.

 **ACADEMIC HONOR POLICY**

 Students are expected to know the Honor Policy which can be found on the North Mecklenburg web page.

**ONLINE TRANSLATORS POLICY**

The use of translators in the class is not permitted and is considered a form of plagiarism. In the foreign language classroom, it’s easy to find ways to cheat yourself out of learning. It is very easy to find translators online. These are detrimental to your learning. There are several ways that these are often incorrect and will not get you the grade you think you deserve. Also, once your teacher knows your ability, your teacher will be able to easily detect when you are using one.

* They translate one word at a time without proper placement.
* They do not correctly translate common idioms or choose the right word you need.
* They do not correct your misspellings.
* They do not correct your improper grammar.
* They often do not use correct tenses or complex tenses needed in Spanish.
* They do not make allowances for your slang.

If it is suspected that you are using a translator, you will complete an alternative assignment in the presence of a teacher, with your cell phone turned in.

***Using translators inappropriately:***

1. Alternative assignment given during class, cell phone turned in, no technology allowed.

2. Above assignment standards followed, parent called.

3. No credit recovery for assignment and parent conference.

4. Office referral for academic dishonesty.

**COURSE WORK EXPECTATIONS:**

All outside class work (readings, vocabulary studying) will be expected to be completed before class.  The in-class activities will revolve around these outside works, and the assessments will reflect the students’ outside of class efforts.  In order to best reflect how a student will perform on their AP examination at the end of the year of year 2, I have created activities that will reflect the AP test portions.  My assessment descriptions are as follows:

* **Reading Assignments :**Reading assignments are “text handling” exercises similar to the ACT or SAT, these reading assignments provide texts followed by a sampling of questions pertaining to the texts. Also, students will listen to different audio clips while answering questions pertaining to the scripts.
* **Written Assignments :** These will be mostly in-class written assignments that will pertain to each of the themes that we discuss in class.  These assignments are written based on texts given at the time of the assessment.
* **Discussions/Speaking Assessments :   I**n class participation is expected every day.  Whether we are simply discussing an assignment, or we are practicing for the AP exam, all students are expected to participate.  In addition, the interactive oral component of the AP exam will be conducted within class time and evaluated by the teacher.
* **Written Work/Quizzes & Tests:** Written work is any class work or homework that is not designed to reflect the AP test format.  Students will be responsible for this written work in addition to learning the given vocabulary.  This work also includes grammar, or material that is ancillary to support the context of the material to practice the IB themes.

**CLASSROOM RULES AND EXPECTATIONS**

**1. Be PREPARED**

When the bell rings, have your Spanish materials (composition notebook and folder) and writing utensil on your desk. The daily plan is always on the board. Also utilize your peers, the Spanish class website, and your teacher for help if you will be / have been absent. (See Late Work, Make-up Policy and Rules sections for more details.)

**2. Be ENGAGED**

You will often work in pairs and groups. Each activity is designed for your growth in the language and culture. Your involvement is often as important for others as it is for yourself, and you will receive a bi-

weekly grade based on your active participation and I can quizzes (See participation rubric for details.)

**3. Be RESPECTFUL and POSITIVE**

Each member of our class will be consistently using Spanish to share about themselves, their ideas and beliefs. Each of us has something valuable to bring to the class. Respect them as they talk and they, in turn, will respect you.

**4. HABLA ESPAÑOL**

Speaking is an essential skill you need to develop in a language class, and it can only happen if you speak up. Therefore, use of Spanish will be expected for any type of communication -including interactions with your classmates and teacher. Use the Phrase “**Me permite hablar inglés**” is the phrase you will use to speak English. Remember that mistakes are part of the process. Outside of class, explore other ways to come into contact with the language, like Spanish/Latin American television (available free through the Internet), music, and native Spanish speakers to converse with. This will help your language acquisition tremendously.

|  |
| --- |
| **Criteria** |
|  | **10-9 (Excelente)****100-89** | **8-7 (Bien)****80-79** | **6-4 (Suficiente)****70-60** | **3-1(Insuficiente)****59-0** |
| **Amount** **of** **Spanish** **used** | You use  **Spanish almost exclusively** in classand ask before speaking in English | You  **frequently** use **Spanish** in class and usually ask before speaking in English | You **occasionally** use **Spanish** inclass and sometimes ask before speaking in English | You **rarely** or **never** use **Spanish** inclass  |

**Speaking only Spanish is critical for this grade. Participation points will be lost for speaking English in class. If points are lost you will need to do a speaking activity to recover lost points. Also, involvement and appropriate preparation for the class is a crucial part of this grade. If you do not do your homework, it is impossible to participate! CHECK WEEBLY FOR FURTHER INFORMATION on point recovery.**

* This grade will be based upon contribution to group activities, completion of warm-up activities, and thoughtful participation in discussion. I am more concerned with your thinking and engagement than with your “correctness”, so raise your hand! The ONLY way to get better at speaking Spanish is by SPEAKING SPANISH!
* Speaking and participating in class are integral parts of learning to communicate in any language, therefore I expect students to speak up in class FREQUENTLY (individually, in pairs, and in small groups). This is a college-level course, you are EXPECTED to raise your hand and contribute on a regular basis!
* I ABSOLUTELY EXPECT that all students will participate in DESCANSITOS HABLADOS- they are an important part of class :)
* Please also remember: if you are absent from class it is impossible to participate! You can make up for absences by participating MORE when you do come to class. If you have missed MANY days due to illness, injury, or travel, please come and see me.

Students will come to class prepared to learn each day just as the teacher will be prepared to teach each day. Students will follow all school rules and CMS rules according to the Students Rights and Responsibilities handbook. Students will not be allowed to eat, drink, or sleep in class. Electronic Devices will only be allowed during appointed times for use to enhance learning. In addition, students will follow the following expectations:

1. No talking during instructional or independent practice time.
2. No use of personal electronic devices during class without teacher permission. If an electronic device is out during class without permission, school procedures will be enforced.
3. No disruptive or disrespectful behavior, no profanity.
4. No eating, drinking (except for water) with the exception of those who have a doctor’s note.
5. No littering.
6. No hats, caps or hoods on in class.

If a student chooses not to follow these rules there is a hierarchy of consequences, including but not limited to, a warning, reflection on actions in written form, separation from other students, or removal from class with an administrative referral.

**TUTORING**

Tutoring is available to those students who have been working hard in class and have attempted all classwork and homework. Tutoring will be held on Thursdays from 2:20 PM to 3:30 PM. Students should not arrive after 2:45PM unless they make an appointment. Test make ups and retakes will be offered on Fridays from 2:20 PM to 3:40 PM.

**WEBSITE, CANVAS,GOOGLE CLASS, AND REMIND:**

Most class information will be pushed out over Canvas. Announcements will be made through Remind, so install the app on your phone. Parents who want to stay connected to the classroom happenings can also sign up for communications through Remind. All general information will be available through my website: [www.serranoteach.weebly.com](http://www.serranoteach.com)

**COMMUNICATION, CONCERNS, PROBLEMS, TEACHER CONFERENCES**

If you have any problems or concerns, please speak with me about them. This is a designed as a college-level class and you will be treated as such. As in college, the student will be expected to address the instructor with concerns. If a resolution to your concerns cannot be reached, we can then set up a parent/teacher conference or a conference with your principal. Communication is key, please do not hesitate to let me know if you have questions or concerns.

The fastest way to contact me, is through (**johanna.serrano@cms.k12.nc.us****)** email or in my webpage ([www.serranoteach.weebly.com](http://www.serranoteach.com)) under our Tutoring Form. Students are required to write professional emails to Sra. Serrano, in Spanish, if possible. If the email is not written in a professional manner there is no expectation for a reply. Please check PowerSchool for grades. If it is not in PowerSchool I will not be able to tell you either.

**ASSESSMENT / GRADING**

Assessments will primarily be designed to prepare the students for the IB oral and written production and will include but are not limited to the following activities and exercises:

1. Test and quizzes that will prepare the students for future IB examinations, as well as reviewing grammar concepts.
2. Communicative activities- debates, group or individual presentations, interviews with teacher,

 interviews with other students, role play, newscasts, projects etc.

1. Listening and Video Activities- songs, movies, documentaries, news bulletins, commercials, etc.

If there is any homework, it will be due at the beginning of class on the day it is due.

4. Rubrics provided by the International Baccalaureate Organization will be used to assess writing and speaking proficiency. These will be posted in Canvas and in Google Classroom.

5. All grading procedures will follow the CMS grading policies.

30% of quarter grade: Classwork/Informal Assessments/Homework

70% of quarter grade: Formal assessments, major projects

 All assignments will have a different value within the categories.

Grades will be calculated using the following:

Formal – Exams

Informal – Class work, homework, quizzes, labs, projects, papers

Grades will follow the North Carolina Grading Scale:

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F – 59 and below

**Semester 1:**
Quarter 1: 40%
Quarter 2: 40%
Midterm: 20%

**Semester 2:
​**Quarter 3: 50%
Quarter 4: 50%

**Final grade:
1st semester: 40%
2nd semester: 40%
Final exam: 20%
​**
 Grades will follow the North Carolina Grading Scale:
A – 90-100
B – 80-89
C – 70-79
D – 60-69
F – 59 and below

**LATE, MISSED WORK AND RETEST POLICY**
**Homework Policy**: Homework is due on its due date. **I will not accept late homework**because you will be unable to participate, and complete class work based on homework.  If you do not understand the homework, please ask me in class.  I will otherwise assume that you understand what you are supposed to do.

**Absences and Make-up Work**: It is the responsibility of the student to contact the teacher before or after class to discuss any assignments or schedule make up work. Make-up work is to be completed outside of class time. Students have **five**school days to return all make-up work for full credit. If a student is absent the day of a test review, they should expect to take the test as scheduled.  Any previously announced assignments/tests prior to absence(s) will not be moved or rescheduled. Arrangements to make up missing quizzes or tests need to be made within 5 days of the absence.

**Late Assignments**: Students will be responsible for turning in assignments on time. Work that is received after the due date will be considered late. Late work will receive a deduction of 5 points per day for 5 days. (Work that is less than 50 points will receive a 5% deduction per day instead). After 5 days, students will not receive credit, but may submit work for feedback.

Per our school policy, if you are absent on the day an assignment is due, you will be required to turn it in on the day you return to class. If you are absent on the day an assignment is given, you will have 5 days to turn in the assignment from the day of your return.

Students who score less than an 79% will have the opportunity to retest after completing an intervention such as tutoring. The maximum score on the retest is an 79%. Retests must be taken within two weeks of the day the test is returned. **If a student retakes a test, then the second grade is entered into PowerSchool even if it is lower than the original score.**

**One** formal assessment retest a quarter will be given after the following prerequisites have been met: Students will have the opportunity to retake any formal assignment on Friday the week following the assessment grading, and after fulfilling the following prerequisites:
a.Completed and corrected homework for that objective or assessment
b.Presentable class notes are present for that objective or assessment
c.Test corrected
d.Error analysis
e.Tutoring was attended
Please be aware that the school policy states that the retest will be different than the original assessment and that the second score is the one that goes into the gradebook, even if it’s lower than the original score.

**ATTENDANCE RECOVERY:**

In accordance with CMS policy, students that miss more than 10 days of class are required to do recovery time for those days or they will fail based on absences. Students are expected to make up any missed work due to any absence from class. The process for recovering time is 90 minutes per absence/one to one recovery with the teacher. Recovery cannot be completed during the school day. Teacher is not responsible to schedule or modify their after-school schedule to accommodate attendance recovery. Student can also attend attendance recovery when offered on Saturdays or after school.

**NMHS 15 MINUTE RULE:**

No students will be allowed to leave class during the first or last 15 minutes of class.

**BATHROOM POLICY:**

Unless it is an emergency or a student who has a medical note, students will only be allowed to leave the classroom during non-instructional time.

**CLASSROOM TIPS FOR SUCCESS:**

Here is some useful feedback from previous years’ IB Spanish students for you to ponder on:

* ✓  DO NOT PROCRASTINATE! You will hate your life if you do. Manage your time wisely
* ✓  Take the IB assignments seriously as they are meant to prepare you
* ✓  Take initiative and be proactive and review, even when no formal homework is assigned. 5-10

minutes daily is better than zero minutes.

* ✓  Don’t rely on Google translate or similar electronic translators, you won’t be able to use them on exams
* ✓  Immerse yourself in Spanish-language media (TV shows, movies, podcasts, radio, songs/music, Twitter accounts, blogs, books, podcasts, newspapers, etc.)
* ✓  Speak in Spanish as much as possible with your classmates in class and also with friends who are native Spanish speakers
* ✓ Take the participation grade seriously and don’t wait until the last minute. Not only does it help you practice, it also helps your grade.
* ✓  Think positive and don’t give up! Ask for help when you need it. Don’t think less of yourself if you need help. The teachers always help when you ask them, but it’s your job to ask.

Please sign and return to class by the end of the first week of school.

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and discussed with my teacher the contents of this class syllabus. I understand that if I don’t follow rules and meet the expectations stated and explained by my teacher, I won’t be successful in the completion of this course. Also, I am committed to be prepared for every class and with all my materials, binders and other school supplies which will enhance my performance in this course. I will keep this syllabus in my binder as a reminder of the IB Spanish policies and procedures.

Also, I recognize by signing here that I acknowledge the fact that I have willingly signed up for a challenging college-level course. I should expect to encounter a more vigorous work load and I take full responsibility for my actions and my grade. If I miss school or misunderstand an assignment, I will check the website or ask the instructor for clarification and I am fully responsible for meeting the deadlines that are set forth. I also acknowledge that if I have any problems with the course, that it is my responsibility to approach the instructor about these concerns. I also understand that my teacher is available for tutoring and that there are also other study/tutoring options available to me in school after school.

I understand the Classroom Language policy, that it is used in the Language Department, that I can recover any points lost according to the instructions and that this is a formal grade designed to help me master the language in the long run and help me overcome any fears I have over the use of the language. I also understand that I am not expected to use perfect grammar or vocabulary, but the better I get, the easier I am to understand and the more confidence I will then gain.

 I understand that at this level I cannot reach my potential if I procrastinate and I will put my best effort into the success of my studies.

I have read and fully understand the class objectives and expectations for the Spanish IB courses. I understand that I am expected to abide by the objectives and expectations at all times.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s name (print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s name (print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s e-mail
(Please differentiate zero and O, one and L)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s e-mail
(Please differentiate zero and O, one and L)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s daytime phone

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s daytime phone

Parents, I am very excited about having your son/daughter in my class this year. It is my commitment to help your son/daughter with reaching and accomplishing his/her goals in Spanish. You can help me on this endeavor by making sure your son/daughter complete his/her assignments in a timely manner and to practice his/her Spanish skills. Thank you for your help on this matter.

Respectfully,
Johanna Serrano

Dear Parents:

During the International Baccalaureate Level 4 class will be covering units dealing with the theme of “Global Issues: Human Rights”. As part of the material that will be covered, we will be addressing the history and range of situations of what happened during the Civil War in El Salvador, the Civil War in Spain, immigration, lack of human rights, and the impact of violence and lack of education in Latin American culture. These historical issues are commonly addressed at this curriculum level. The objectives of the lessons are language related while at the same time encouraging students to understand, analyze and respond to a wide range of ideas with accuracy about controversial and intense issues and come up with their own conclusions. These issues historical basis to some of the issues that are plaguing some of the current news and are having a real impact in the cultures of South and Central Americans today.

We will be using literature, stories, historical articles and websites, news (articles and newscasts), as well as movies. Visual images can assist every student with better understanding of the material and, as the saying goes, “A picture is worth a thousand words.” Of course, none of these films can replace the importance of reading the text and understanding the themes and characters, but they are all excellent tools worthy of usage in the classroom. The movies to be shown in class during this time might include: *Sin Nombre*, *Voces Inocentes*, *El laberinto del Fauno* and *La lengua de las mariposas*. Some of these movies are rated R due to language, violence and/or some nudity. The movies have been edited for content in the classroom, with only pertinent information being shown.

If, for any reason you do not wish your student to view any of the films, please circle, underline or highlight those you would like for your student to avoid and I will gladly provide alternative assignments for your student during the viewing of those films.

You are welcome to contact me with any questions that you may have. Students without a signed permission slip will be given an alternate assignment. Please sign the bottom half of this slip and return to Mrs. Schulze.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❑ I give my student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, permission to watch the aforementioned movies in the IB Spanish 4 class and Honors 4.

❑ I do NOT give my student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, permission to watch the aforementioned movies in the IB Spanish 4 class and Honors 4. Please give an alternate assignment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Date