



Orange High School

Course Syllabus

NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS

Course Information

Credits: 5
Marking Period: Full Year Course
Program: **Naval Science II**
Class Location: 220

Teacher Information

Name: Chief Thomas J Sperduto
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Course Description:

A. Major concepts/content. The purpose of this course is designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future, and develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

The content should include, but not be limited to the following:

Maritime History/Naval Leadership

- understand the importance of sea control and how sea power influenced the growth of Early Western Civilization
- naval history and heritage from the American Revolution through 1775-1783
- introduction to the growth of American sea power from 1783-1860
- knowledge of the Civil War, 1861-1865
- the importance of the Navy's role from The Rise to World Power Status 1865-1914
- understand the importance of the Navy's role from World War I, 1914-1918.
- the importance of the Interwar Years, 1918-1941
- understand the events that took place and military readiness of naval history of World War II, 1941-1945
- introduce the events that took place in naval history in the Pacific War from 1941-1945
- knowledge of and understand naval history from the Cold War Era, 1945-199
- naval history (The Cold War Era, 1945-1991)
- naval history from the 1990s and Beyond

Naval Leadership

- understand the principles of effective leadership and the importance of discipline in NJROTC and elsewhere
- understand approaches to Leadership in civilian and military life
- understand how influencing behavior contributes to effective leadership

B. Intended outcomes. After successfully completing this course the student will:

1. Be knowledgeable of and have the understanding of how sea power influenced the growth of Early Western

Civilization.

2. See the effect of major maritime nations and activities on U.S. naval history and heritage from the American Revolution 1775-1783.
3. Expand cadets knowledge of an understanding of the growth of American sea power from 1783-1860.
4. Expand his/her knowledge of the Civil War (1861-1865) issues which divided the North and South and which eventually led to the outbreak of the Civil War.
5. Expand his/her knowledge concerning the Navy's role from The Rise to World Power Status 1865-1914.
6. Expand his/her knowledge of the Navy's role from World War I, 1914-1918.
7. Demonstrate an understanding of the events that took place during the Interwar Years, 1918-1941.
8. Expand his/her knowledge about naval history of World War II, the Atlantic War 1941-1945.
9. Be knowledgeable and demonstrate an understanding of naval history in the Pacific War from 1941-1945.
10. Expand his/her knowledge of naval history from the Cold War Era, 1945-1991.
11. Expand his/her knowledge relating to the events of naval history that took place from the 1990s and beyond.

Naval Leadership

1. Expand his/her knowledge relating to leadership in the NJROTC-and Elsewhere.
2. Expand his/her knowledge relating to approaches to effective leadership in civilian and military life.
3. Become knowledgeable of the factors that influence behavior in leadership roles.

Course Competencies/ Learning Objectives:

The NJROTC program goals are to provide an opportunity for secondary school students to learn about the basic elements and requirements for national security and their personal obligations as American citizens to contribute toward national security. The NJROTC has the following basic objectives:

- a. Promote patriotism

- b. Develop informed and responsible citizens
- c. Promote habits of orderliness and precision, and develop respect for constituted authority
- d. Develop a high degree of personal honor, self-reliance, individual discipline, and leadership
- e. Promote an understanding of the basic elements and requirements for national security
- f. Develop respect for and an understanding of the need for constituted authority in a democratic society
- g. Develop an interest in the military service as a possible career

NS II COURSE OBJECTIVES

UNIT TITLE: 1.0 SEA POWER AND EARLY WESTERN CIVILIZATION

UNIT OBJECTIVE: 1.0 The cadet will be expected to demonstrate the knowledge of how sea power influenced the growth of Early Western Civilization.

LESSON TOPIC: 1.0 Sea Power and Early Western Civilization

ALLOTTED SESSIONS: 4

LESSON TOPIC OBJECTIVES:

- 1.0.1 Describe the importance of sea control.
- 1.0.2 Explain how sea power evolved and its influence on the ancient world.
- 1.0.3 Describe the conflict between the Greeks and the Persians in 492 B.C.
- 1.0.4 Describe the rise of the Roman Empire and its influence on civilization from 275 B.C. to 476 A.D.
- 1.0.5 Explain how the Roman Empire was free to spread throughout the Mediterranean.
- 1.0.6. Describe the fall of the Roman Empire and the subsequent thousand years of turmoil that followed.
- 1.0.7. Describe the events that caused the Turks to lose the Battle of Lepanto in 1571 and their control of the Mediterranean area.

- 1.0.8. Describe the growth of the world during the Age of Discovery.
- 1.0.9. Describe the conflict between England and Spain in 1570.
- 1.0.10. Explain how the English defeated the Spanish Armada.
- 1.0.11. Describe methods used by England to build her empire in the 17th century.

UNIT TITLE: 2.0 **THE AMERICAN REVOLUTION 1775-1783**

UNIT OBJECTIVE: 2.0 The cadets will be expected to demonstrate an understanding of how sea power influenced the growth of The American Revolution 1775-1783

LESSON TOPIC: 2.0 The American Revolution 1775-1783

ALLOTTED SESSIONS: 4

LESSON TOPIC OBJECTIVES:

- 2.0.1 Describe the taxing system used by England on the colonies and the subsequent events that led to the American Revolution.
- 2.0.2 Explain the difficulties the British faced in fighting naval battles with the colonies.
- 2.0.3 Describe how the American Navy was born and the significance of building the Navy.
- 2.0.4 Cite the importance of the first American Naval operation against the English Navy in the American Revolution.
- 2.0.5 Explain the strategy General Benedict Arnold used at the battle of Lake Champlain and the significance of the battle.
- 2.0.6 Describe the tactics General George Washington used to save the colonial capital at Philadelphia.
- 2.0.7 Describe the failure of the British three-pronged plan during the Crucial Year of 1777.
- 2.0.8 Describe the two major events(turning point)of the battle of Saratoga and the impact it had on the American Revolutionary War.

- 2.0.9 Explain how naval power affected the outcome of the War at Sea.
- 2.0.10 Explain France's role in the Closing Campaigns of the war.
- 2.0.11 Describe the events leading up to the battle of Yorktown and the subsequent end of the fighting in the colonies.

UNIT TITLE: 3.0 **THE GROWTH OF AMERICAN SEA POWER, 1783-1860**

UNIT OBJECTIVE 3.0 The cadets will be expected to demonstrate an understanding of the growth of American sea power from 1783-1860.

LESSON TOPIC: 3.0 The Growth of American Sea Power, 1783-1860

ALLOTTED SESSIONS: 6

LESSON TOPIC OBJECTIVES:

- 3.0.1 Explain the reasons why the American economy suffered in 1783.
- 3.0.2 Explain the changes the U.S. Constitution caused in the American industry.
- 3.0.3 Cite the events surrounding the Navy Act of 1794.
- 3.0.4 Explain the events during the quasi-war between American and France(1798-1800).
- 3.0.5 Explain why American began a war with Tripoli and the Barbary Pirates, 1801-1805.
- 3.0.6 Cite the events surrounding the capture and destruction of the USS Philadelphia.
- 3.0.7 Explain the events leading up to the treaty with Tripoli.
- 3.0.8 Cite the lessons America learned from the war with the Barbary States.
- 3.0.9 Explain the events that led America toward war with England.
- 3.0.10 Explain the events that surrounded the Chesapeake

incident.

- 3.0.11 Describe the events that led to the final moves toward war between the United States and Britain.
- 3.0.12 Describe the major sea battles between the American and the British forces during the War of 1812.
- 3.0.13 Explain the significant sea victories that occurred at sea during the war of 1812.
- 3.0.14 Cite other high sea battles that occurred during the War of 1812.
- 3.0.15 Explain other major incidents where the British prevailed over America's sea vessels.
- 3.0.16 Explain in the U.S. victory's of Lake Erie and its effect on the Northwest Territory.
- 3.0.17 Cite the offensive maneuvers used by the British Navy during the War of 1812.
- 3.0.18 Describe the major events of the battle of New Orleans at the conclusion of the war.
- 3.0.19 Explain how sea power influenced the spread of Western Civilization and the formative years of the new American republic.
- 3.0.20 Explain the contribution the U.S. Navy made to the progress of world trade between 1815 and 1860.
- 3.0.21 Describe the rapid growth and subsequent decline of the American whaling industry.
- 3.0.22 Explain the rapid growth of the American shipbuilding industry.

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- 3.0.23 Explain America's role in the slave trade.
- 3.0.24 Explain the events that led to the beginning of the Mexican war and the significance of the Treaty of Guadalupe Hidalgo.
- 3.0.25 Describe the effects the clipper ships had on trade with China.
- 3.0.26 Explain the purpose of Commodore Perry's mission to Japan.

UNIT TITLE: 4.0 **THE CIVIL WAR, 1861-1865**

UNIT OBJECTIVE 4.0 The cadet will be expected to demonstrate knowledge of the Civil war, 1861-1865

LESSON TOPIC: 4.0 The Civil War, 1861-1865

ALLOTTED SESSIONS: 6

LESSON TOPIC OBJECTIVES:

4.0.1 Describe how the issue of slavery divided the North and South and led to the outbreak of the Civil War in 1861.

4.0.2 Describe the major events that occurred during 1860-61 in America.

4.0.3 Describe the resources of both the North and the South and the preparations required to fight the Civil War.

4.0.4 Describe the role of the Union Navy during the Civil War.

4.0.5 Describe the acts of defeat and diplomacy used during the Civil War.

4.0.6 Explain the importance of the river campaigns of the Civil War.

4.0.7 Explain the significant events that took place during the battle

4.0.8 Describe the CSS *Virginia* (Formerly USS Merrimack) and the USS *Monitor*.

4.0.9 Describe the major events that occurred during the Battle of Hampton Roads.

4.0.10 Describe how General Robert E. Lee was able to prolong the life of the Confederacy after the Battle of Hampton Roads.

4.0.11 Describe the Emancipation Proclamation as a significant psychological move for the North in the Civil War.

4.0.12 Describe the major events that occurred during the Battle

4.0.13 Describe the Battle of Gettysburg as the turning point in the Civil War.

4.0.14 Explain the role that Charleston played in the Civil War.

4.0.15 Explain the purpose of the Davids and the *Hunley*.

4.0.16 Explain the purpose of the Confederate privateers during the Civil War.

4.0.17 Explain the role that Captain Semmes and the CSS *Alabama* played in the Civil War.

4.0.18 Describe three major events that occurred during the Battle of Mobile Bay.

4.0.19 Describe the naval amphibious assaults on Fort Fisher in Wilmington, North Carolina, during the Civil War.

4.0.20 Explain the primary reason General Robert E. Lee was forced to surrender.

4.0.21 Explain the changes to American life that occurred during or as a result of the Civil War.

UNIT TITLE: 5.0 **THE RISE TO WORLD POWER STATUS 1865-1914**

UNIT OBJECTIVE: 5.0 The cadet will be expected to demonstrate knowledge of the Navy's role from The Rise to World Power Status 1865-1914.

LESSON TOPIC: 5.0 The Rise to World Status 1865-1914

ALLOTTED SESSIONS: 5

LESSON TOPIC OBJECTIVES:

5.0.1 Describe the changes in foreign relations and technology that affected the U.S. Navy following the Civil War.

5.0.2 Describe the education and training programs that were developed after the Civil War for the U.S. Navy.

5.0.3 Describe five major contributions Alfred T. Mahan made to modern navies.

5.0.4 Explain how the United States rebuilt its Navy or contributed to its expansion following the Civil War.

5.0.5 Explain American reaction to the sinking of the USS Maine and the war preparations made by the United States before the start of the Spanish-American War.

5.0.6 Describe the (Operations in the Pacific) Battle of Manila Bay during the Spanish-American War.

5.0.7 Describe the Caribbean Operations leading up to the Battle of Santiago de Cuba.

5.0.8 Describe the advances in naval power and technology under Theodore Roosevelt.

5.0.9 Explain America's international relations from 1903 until World War I.

5.0.10 Explain the difficulties and importance of building the Panama Canal.

UNIT TITLE: 6.0 **WORLD WAR I, 1914-1918**

UNIT OBJECTIVE: 6.0 The cadet will be expected to demonstrate knowledge of the Navy's role from World War I, 1914-1918.

LESSON TOPIC: 6.0 World War I, 1914-1918

ALLOTTED SESSIONS: 5

LESSON TOPIC OBJECTIVES:

6.0.1 Recognize the Triple Entente and Central Powers.

6.0.2 Explain the war plans made by Great Britain and Germany during World War I.

6.0.3 Describe actions taken by the German and the British during the Pacific Action.

6.0.4 Explain the significance of the battles of Jutland and Gallipoli during World War I.

6.0.5 Explain the operational advantages of the German U-boats over the Allies during World War I.

6.0.6 Explain the events that brought America into World War I.

6.0.7 Explain the operation and significance of the convoy system that was used by Great Britain during World War I.

6.0.8 Describe the antisubmarine operations used by the U.S. Navy during World War I.

6.0.9 Describe the role America played during World War I.

6.0.10 Briefly describe events leading up to the surrender of Germany.

UNIT TITLE: 7.0 **The INTERWAR YEARS, 1918-1941**

UNIT OBJECTIVE: 7.0 The cadet will be expected to demonstrate an understanding of the Interwar Years, 1918-1941

LESSON TOPIC: 7.0 The Interwar Years, 1918-1941

ALLOTTED SESSIONS: 4

LESSON TOPIC OBJECTIVES:

7.0.1 Explain the conditions set forth in the Naval Disarmament Treaty.

7.0.2 Identify the dictatorships that grew out of the great world depression.

7.0.3 Explain the condition of the U.S Navy during the pre-war years.

7.0.4 Explain the final steps toward war in Europe.

7.0.5 Explain U.S isolationism/involvement from 1935 until the United States declared war on Japan on 8 December 1941.

UNIT TITLE: 8.0 **WORLD WAR II: THE ATLANTIC WAR, 1941-1945**

UNIT OBJECTIVE: 8.0 The cadets will be expected to demonstrate the prescribed movements in handling execution of the Sword Manual.

LESSON TOPIC: 8.0 World War II: The Atlantic War, 1941-1945

ALLOTTED SESSIONS: 4

LESSON TOPIC OBJECTIVES:

8.0.1 Explain the events that took place in Europe in 1939-1940.

8.0.2 Explain the importance of the Battle of the Atlantic.

8.0.3 Describe the first Allied offensive operation.

8.0.4 Explain the significance of the Battle of Stalingrad on the Eastern Front.

8.0.5 Cite the joint decisions made by Roosevelt and Churchill at the Casablanca Conference.

8.0.6 Describe the first major attempt by the Allies to take the home territory of an Axis nation.

8.0.7 Describe the purpose of Operation Avalanche.

8.0.8 Explain the outcome of the battle of Anzio.

8.0.9 Explain why successful Allied air attacks in Operation Overlord were essential to the success of the invasion of Normandy.

8.0.10 Describe the major events of D-Day in Normandy.

8.0.11 Describe the major events of Operation Anvil: Invasion of Southern France.

UNIT TITLE: 9.0 **WORLD WAR II: PACIFIC WAR, 1941-1945**

UNIT OBJECTIVE: The cadets will be expected to demonstrate an understanding of naval history in the Pacific War from 1941-1945.

LESSON TOPIC: 9.0 World War II: Pacific War, 1941-1945

ALLOTTED SESSIONS: 4

LESSON TOPIC OBJECTIVES:

9.0.1 Explain the events that led up to the Japanese attack on Pearl Harbor.

9.0.2 Describe the state of U.S. military readiness during and after the attack on Pearl Harbor.

9.0.3 Explain three miscalculations the Japanese made during and following the attack on Pearl Harbor.

9.0.4 Describe the spread of Japanese control.

9.0.5 Describe Japan's Pacific perimeter of defense.

9.0.6 Explain the use of U.S. intelligence in establishing a limited offensive to counter major Japanese moves.

9.0.7 Cite two reasons the Battle of the Coral Sea was important.

- 9.0.8 Explain the significance of the Battle of Midway.
- 9.0.9 Describe the battles of Guadalcanal.
- 9.0.10 Explain the strategy of 1943: Continuous Pressure.
- 9.0.11 Explain the submarine war in the Pacific.
- 9.0.12 Describe the campaign against the giant Japanese base at Rabaul.
- 9.0.13 Explain the importance of the operation: Leapfrog on New Guinea.

9.0.14 Explain the importance of the operation: The Marianas Operation: Saipan.

- 9.0.15 Describe the battle of the Philippines Sea.
- 9.0.16 Describe the Allied invasion of the Philippines and its significance.
- 9.0.17 Describe the condition of the Imperial Japanese Navy following Battles for Leyte Gulf.
- 9.0.18 Describe the U.S. occupation of Iwo Jima and its logistic significance.
- 9.0.19 Describe the battle of Okinawa.
- 9.0.20 Explain the surrender of Japan as being a fight to the bitter end.

UNIT TITLE: 10.0 **THE COLD WAR ERA, 1945-1991**

UNIT OBJECTIVE: 10.0 The cadets will be expected to demonstrate an understanding of naval history from the Cold War Era, 1945-1991.

LESSON TOPIC: 10.0 The Cold War Era, 1945-1991

ALLOTTED SESSIONS: 8

LESSON TOPIC OBJECTIVES:

- 10.0.1 Describe the views and events during the demobilization periods.

- 10.0.2 Describe the events leading to the Cold War.
- 10.0.2 Explain postwar views and actions in relation to the unification of the armed services and provisions for national security.
- 10.0.3 Explain postwar views and actions in relation to the armed services and provisions for national security.
- 10.0.4 Describe the causes for implementation of the Truman Doctrine and the Marshall Plan.
- 10.0.5 Describe the events leading to formation of the North Atlantic Treaty Organization (NATO).
- 10.0.6 Describe postwar activities in the Far East in regard to insurgencies, nationalism, and anticolonialism.
- 10.0.7 Describe initial stages of the Korean War.
- 10.0.8 Describe naval contributions in the Korean War.
- 10.0.9 Describe the events involved with Operation Chromite: Inchon.
- 10.0.10 Describe the events involved in the Breakout at Pusan.
- 10.0.11 Describe the events involved in the Chinese Intervention within the Korean War.
- 10.0.12 Describe the events involved in the dismissal of General Douglas MacArthur from all duties in the Far East.
- 10.0.13 Describe the events involved in the Truce Talks of the Korean War and issues concerning prisoners.
- 10.0.14 Describe the major contributions naval sea power made during the Korean War.
- 10.0.15 Describe naval confrontations in the post-Korean aftermath and how these confrontations related to the U.S. Navy.
- 10.0.16 Describe the Navy's movement into the nuclear age.
- 10.0.17 Describe major events in the Cuban missile crisis.
- 10.0.18 Describe the major events which led to the breakup of Vietnam into North and South Vietnam.
- 10.0.19 Describe the U.S. involvement in the Tonkin Gulf incident in August of 1964.

- 10.0.20 Describe the U.S. expansion efforts in Vietnam 1967.
- 10.0.21 Describe the restrictions placed on military forces stationed in Vietnam.
- 10.0.22 Describe the Vietnamization process established by the United States.
- 10.0.23 Describe the major events that led to the end of the Vietnam War.
- 10.0.24 Describe the events that were included in the Post-Vietnam Modernization efforts.
- 10.0.25 Explain the Mayaguez incident that took place after the last Americans left South Vietnam on May 12, 1975.
- 10.0.26 Describe the events that led to the Falklands War of 1982.
- 10.0.27 Describe the joint U.S. task force's role in Grenada during the fall of 1983.
- 10.0.28 Describe the role the United States played in restoring democracy to Panama and the importance of Operation Just cause to U.S. interests in Panama.
- 10.0.29 Describe the rise of terrorism worldwide with events in the Middle East during the 1980's.
- 10.0.30 Describe the major events that occurred between Iran and Iraq in the Persian Gulf region.
- 10.0.31 Describe the great changes experienced by the Soviet Union since 1985 and the rapid rise of the democratic movement within the Soviet Union after the demolition of the Berlin Wall.

UNIT TITLE: 11.0 **THE 1990'S AND BEYOND**

UNIT OBJECTIVE: 11.0 The cadet will demonstrate an understanding of naval history from the 1990s and Beyond.

LESSON TOPIC: 11.0 The 1990s and Beyond

ALLOTTED SESSIONS: 4

LESSON TOPIC OBJECTIVES:

- 11.0.1 Describe the terms of START II signed by the U.S.

and Russia in 1993.

11.0.2 Describe the major events that occurred between Iran and Iraq in the Persian Gulf region.

11.0.3 Describe the major events that occurred during both operations Desert Shield and Desert Storm..

11.0.4 Describe some of the actions taken by the U.S. in the aftermath of Desert Storm.

11.0.5 Describe the events that took place in the Balkans from 1991-1995.

11.0.6 Describe other problems that took place in the late 1990's and in December 2004 concerning Somalia, India, Pakistan, China, and the seacoast of Indonesia.

11.0.7 Explain the U.S. efforts in the war on drugs during the 1990s

11.0.8 Describe international terrorist events that occurred in the late 1990s and August 2000.

11.0.9 Describe the domestic terrorist events that occurred in the late 1990s and September 11, 2001.

11.0.10 Explain the mission of Operation Enduring Freedom in Afghanistan in 2001.

11.0.11 Explain the mission of Operation Iraqi Freedom that began 17 March 2003.

11.0.12 Describe the challenging years facing our Navy.

Student Evaluation

The grading system for the Career and Technical Education Department at Orange High School is as follows:

Authentic Assessments (9)	-	25%
Tests (4)	-	25%

Classwork Assignments and Class Participation	-	50%
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Attendance Policy:

Purpose of the Student Attendance Policy

The purpose of the Orange High School Attendance Policy is to have each student attend all classes, arriving on time and participating fully. Students and parents should familiarize themselves with the provision and procedures of the policy. It is expected that parents will support the intent of the policy and encourage their children to maintain good attendance. Official school attendance is taken during the attendance period daily. Classroom attendance is taken every period.

Students are expected to attend every class, study hall, independent study and homeroom period. Board Policy requires each student to be present for at least 90% of class meetings in order to be eligible to receive credit. The number of absences in each class **MAY NOT EXCEED:**

18 Cumulative Absences Full Year Course

9 Cumulative Absences Semester Course

5 Cumulative Absences Quarter Course (Health)

14 Cumulative Absences Physical Education

Classroom Expectations:

1. Cadets will come to class on time prepared and ready to learn.
2. Cadets will wear the NJROTC issued uniform once a week
3. Cadets will complete all assignments, including homework, by all deadlines. Make-up inspections are only accepted after an excused absence.
4. All cadets will be respectful to all staff and students.
5. The instructor and students will work together for a respectful, safe classroom.
6. Participation in class discussions will enhance all cadets learning experiences.
7. Students are expected to have all assigned projects completed; this may require some reading to be completed outside of the classroom.
8. Cell phones, iPods, mp3 players, and any other personal electronic items are prohibited in class unless otherwise instructed.

Class Requirements:

Cadets will be required to adhere to the NJROTC Cadet/Parent contract. Cadets agree to wear the NJROTC once a week. Cadets are required to maintain a "C" average in all classes. Cadets will also be required to complete community service outside of class, participate meaningfully and respectfully in classroom discussions, maintain good attendance, have a respectful and positive attitude, and be on time.

Academic Dishonesty:

Pupils are expected to be honest in all of their academic work. To ensure the integrity of Orange High School's educational program, a strict adherence to our district policy of academic dishonesty will be enforced. Students are expected to be honest in order to learn and grow as responsible and ethical citizens. Any breach of this standard endangers the learning process and impugns the integrity of the entire school community. The purpose of education is to prepare students to become lifelong learners, and dishonesty undermines and inhibits that process. No forms of personal and/or academic misrepresentation are permitted. A student, whether cheating alone or helping another person to cheat, will be subject to the disciplinary procedure.

Students will be expected to:

1. Complete his/her own academic work;
2. Refrain from sharing assignments unless authorized to do so;
3. Refrain from engaging in plagiarism when doing research; and
4. Adhere to classroom academic standards when testing.

The District subscribes to Turnitin.com, an electronic resource for helping to detect and prevent plagiarism. If required to do so by their teachers, students must submit their work to the website before presenting the work to their teacher.

Definition:

Cheating: is defined as any misrepresentation of one’s academic work.

Personal Misrepresentation: includes attendance records; presenting falsified notes, passes or names; and any other deliberate misrepresentation to school authorities, other than academic work.

Academic Misrepresentation: includes but is not limited to, stealing, copying or providing answers on any homework, quiz, test, exam, report, essay or other school assignments, and using sources without proper documentation (plagiarism) as well as changing grades.

Please acknowledge that you have read and understand the information explained above. Students will return this page to their teachers one week from the date the syllabus is received by the student.

Student Signature

Print Name

Parent/Guardian Signature

Print Name