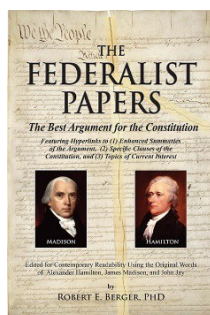
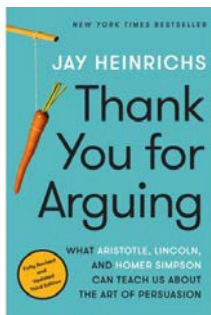


AP Language and Composition Course Overview

Instructor	Email	Remind code (text to 81010)
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National Exam Date: May 13, 2020 (AM)

Mock Exam Date: Saturday, March 14, 2020



Summer Assignment

Students should read:

A. *Thank You for Arguing* (chapters 1-9) by Jay Heinrichs (see page 4 for specific summer reading instructions).

See page 4 of this document for instructions.

B. Preface to *Liberty's Blueprint* and *The Federalist Papers* (selected essays) by "Publius" (a.k.a. Alexander Hamilton, James Madison, and John Jay)

See page 8 of this document for instructions.

It is strongly recommend that students start watching or listening to the news (BBC World Service, NPR or the Associated Press are all great resources).

Course goals*:

It is important to state that success on the AP Language and Composition Exam is not the ultimate end goal of this course. The course goals are stated below. The AP National Exam is meant to judge, as accurately as possible, how successful the students have been at accomplishing these goals

Developing Critical Literacy – This includes developing reading and writing skills to increase academic performance across the curriculum at a level that prepares them for college, cultivating intellectual skills such as critical inquiry, deliberation, argument, reading, writing, listening, and speaking. Colleges do not generally consider completion of this course to be the end point of a student's English education, but rather they consider successful completion to indicate a student's readiness to advance their learning across the curriculum using strong literacy skills gained in their study of language.

Facilitating Informed Citizenship – Students should develop the critical inquiry and literacy skills necessary to become lifelong learners, as well as the interpretation and reasoning skills necessary to become responsible, engaged citizens. Students will also gain the argumentation skills needed to successfully engage with our society in their personal and civic lives.

*Paraphrased from the College Board [AP English Language and Composition Teacher Handbook](#)

Gradebook Categories

Classwork_____	5%
Quizzes_____	15%
In-class Essays___	15%
Summative_____	45%
Final Exam_____	20%

AP Test Sections

Please note: all of your quizzes, essays, and exams will follow the AP format and will be timed accordingly.

45-60 Multiple Choice Questions	60 minutes
	Approximately 45% of National Exam Score
3 Essay Questions	2 hours and 15 minutes
1 Synthesis Prompt	
1 Argumentative Prompt	
1 Rhetorical Analysis Prompt	
	Approximately 55% of National Exam Score

Classroom Expectations

1. **Academic Honesty** – In order for me to prepare you for higher education (and to know where you are realistically in relation to the AP curriculum and exam) it is important that the work you submit be your own. We do not have busy work. Every assignment is created to increase your knowledge, understanding, and ability. In reading and writing practice is key. If you are not completing the practice as intended, you are not getting the benefit, and both your and my time has been wasted.
 Academic honesty means ensuring that the work that you submit comes from you and you alone (with obvious exceptions for group work, which will be clearly indicated.) It means that your performance on tests and quizzes accurately represents your abilities. It also means that your reading assignments are completed as assigned. Cliff's Notes and similar resources are good supplementary aides to enhance and support your understanding, but are never acceptable replacements for the reading itself.
 Examples of common academic dishonesty include copying homework, collaborating on assignments that are intended to be individual, telling or receiving from students in other class periods the contents of an exam, having or finding unauthorized copies of any exam ESPECIALLY proprietary College Board™ testing materials outside of class without prior approval, etc. ****The unauthorized reproduction or possession of proprietary College Board™ testing materials, especially multiple choice sections, could be considered a testing irregularity and could result in the revocation of approval for ALL AP courses at Lanier High School****
2. **Attendance** – As an AP student I expect that you will be at school. I understand that sickness and family issues get in the way sometimes, but every effort must be made to attend. Extensive absences make it incredibly difficult to pass the class and prepare for the exam. They also complicate the flow of class since I spend an inordinate amount of time explaining and scheduling make up work for students who were absent. Makeup work must be completed in a timely manner while the material is still relevant. All missing and late work must be turned in before the end of the current 9-week period. After that point it will no longer be accepted. All assignments will receive a ten point deduction for each day late until five days are reached. After five days, the deduction will be frozen at 50%.
3. **Grading** – It is the policy of GCPS to include an additional ten points to the final grade of students in AP classes. This is intended to partially compensate for the increased rigor of the course with regards to class rankings, etc. PLEASE BE AWARE that many academically rigorous colleges and universities subtract that additional ten points before calculating an applicant's GPA. This policy applies to the HOPE Scholarship as well. Please take this into account as you enter the college application process.

There are no extra credit assignments available for students who have missing work (including tests) or who have a history of academic dishonesty. Extra credit will be provided at the teacher's discretion and are not guaranteed.

It is the policy of Lanier High School to revise the final grade of a student upward based on their score on the Advanced Placement National Exam. This only applies to students who earn a 3 or above. Please be aware that the work in the class is intended to help you reach this goal. The likelihood that you can do little work throughout the year and still qualify for a grade change is remote. Please do not make the mistake of counting on this policy to pass the class.

4. Homework – AP Language Students will be expected to perform reading and writing assignments outside of class. This is necessary in order to allow class time for discussion, analysis, writing conferencing, etc. I will make effort to keep these assignments within reason, and in return I ask that any work that I assign be completed, since it is important enough to make the cut.
5. Tutoring/Writing Conferences – I will be available for writing conferences and tutoring during lunches, academy time, and after school with an appointment. I am always willing to help individual students in class as well, but with more than twenty other students in the room, that is not the best time to get my undivided attention. If you have a need that cannot be met at these times, please let me know and we will work something out.

Required Supplies:

- Three ring binder with tabbed dividers
- **Access to the internet for homework and submission of assignments (PLEASE let me know if this is an issue ASAP)**
- Planner or calendar app
- College Ruled Paper
- Colored Highlighters (Orange, Yellow, Blue, Pink and Green)
- Appropriate writing utensils
- Post-it notes (small) for annotation

Useful supplies:

- Colored pencils or markers
-

Thank You for Arguing—Jay Heinrichs

Chapter Questions

Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion—Jay Heinrichs (ISBN-13: 978-0385347754)

TO BE COMPLETED BY AUGUST 5, 2019

Reading Assignment:

Read Chapters 1-8. Use the study guide questions to guide you and help you read ACTIVELY. Keep in mind that some of the topics Heinrichs uses for examples are just that: examples.

Additionally, it is imperative that you read the chapters in their entirety, as you will be working with these terms and concepts throughout the year. You may purchase your own copy of the text-- paper or digitally. The LHS Media Center has a limited inventory of this title for long-term summer lending, though if you're an annotator, this option isn't for you.

Note-taking Assignment:

Directions: Please use the questions for chapters 1 - 8 as a **starting point** for taking thorough notes on the first half of this book. Add your own thoughts, questions, and insights as you interact with this text. Be prepared to discuss these concepts on the first day of class and throughout the rest of the year.

Introduction Chapter 1 – Open Your Eyes

- 1) Define *rhetoric*.
- 2) Summarize the history of rhetorical study (pages 2-3).

Offense

Chapter 2—Set Your Goals

- 3) What is the difference between fighting and arguing?
- 4) What does persuasion try to do?
- 5) What is a deliberative argument? (Hint: You'll have to use context clues to build your definition.)
- 6) Why should you only "concede a point that will not damage your case/argument irreparably" (21).
- 7) What are Cicero's 3 goals for persuading people?
- 8) How does "changing the mood" help your argument (23)?

Chapter 3—Control the Tense

- 9) What are the three types of issues established by Aristotle? Why are knowing these important?
- 10) What is it important to establish what core issue you are arguing about?
- 11) How can changing the tense (past, present, future) help you be more successful?
- 12) What is the purpose of forensic rhetoric?
- 13) What is the purpose of demonstrative rhetoric?
- 14) What is the purpose of deliberative rhetoric?
- 15) What type of rhetoric is the "rhetoric of choice" (35)? Why?

Chapter 4 – Soften Them Up

- 16) What is argument by logic (logos)?
- 17) What is argument by character (ethos)?
- 18) What is argument by emotion (pathos)?
- 19) Why is concession the most powerful tool of logos?
- 20) How does "align[ing] yourself with your listener's pathos" help in an argument (44)?

Chapter 5—Get Them to Like You

- 21) What components make up *decorum*?
- 22) Why must you change your decorum based on your audience's expectations?

Chapter 6—Make Them Listen

- 23) Identify and define the “3 essential qualities of persuasive ethos” (57).
- 24) Describe a situation when YOU would use each of the following devices as defined in the text:
 - a. Bragging
 - b. Character references
 - c. Tactical flaw
 - d. Changing your position

Chapter 7—Show Leadership

- 25) What is practical wisdom?
- 26) Why is practical wisdom important in building one’s ethos?

1

Chapter 8—Win Their Trust

- 27) Why is ethos more important than any other aspect of rhetoric?
- 28) How can *dubitatio* function in an argument?

(End of Summer Reading Section)**Chapter 9—Control the Mood**

- 29) According to Aristotle, where do emotions come from? Is this an accurate statement? Why?
- 30) Why is a “detailed narrative” the best way to change the mood of your audience (83)?
- 31) Explain the statement: “When you argue emotionally, speak simply” (85).
- 32) Why is sympathy more effective than humor at persuading someone?
- 33) Discuss the use of the following in an argument:
 - a. Anger
 - b. Patriotism
 - c. Emulation
- 34) What is unannounced emotion?

Chapter 10—Turn the Volume Down

- 35) Why is the passive voice so useful?
- 36) How might you use the backfire technique in an argument?
- 37) Define the following and explain how they are different:
 - a. Urbane humor
 - b. Wit
 - c. Facetious humor
 - d. Banter

Chapter 11—Gain the High Ground

- 38) Why must you keep the motivations of your audience in mind when trying to persuade them?
- 39) What is a “rhetorical commonplace” (107)? Explain.
- 40) Which of these phrases are a common place?
 - a. All children deserve a good education.
 - b. Don’t go swimming after you’ve eaten.
 - c. I’m sleepy.
- 41) List three common places in your home, community, or culture.

Chapter 12—Persuade on Your Terms

- 42) Explain definition/redefinition.
- 43) Why must you as a “persuader” identify commonplace words?
- 44) What tense is best when addressing values? Why?

Chapter 13—Control the Argument

- 45) Create your own syllogism.
- 46) What is an enthymeme?
- 47) Create your own enthymeme.
- 48) Explain inductive logic.
- 49) Explain deductive logic.
- 50) What key word easily identifies the proof in an argument?
- 51) Identify and give an example of the following:
 - a. Fact
 - b. Comparison
 - c. Story

Defense**Chapter 14—Spot Fallacies**

- 52) What are the 4 questions that can help you determine if there is a fallacy in an argument? How can you use these in everyday life?
- 53) What are the 3 identifiers associated with logical fallacies?
- 54) Explain The False Comparison and create your own example.
- 55) Explain The Bad Example and create your own example of a hasty generalization.
- 56) Explain Ignorance of Proof and create an example.
- 57) Explain the Tautology and create your own example.
- 58) Explain the following devices and create your own example for each:
 - a. Many Question
 - b. Complex Cause
 - c. False Dilemma
 - d. The Red Herring
 - e. Straw Man
 - f. Slippery Slope

2

Chapter 15—Call a Foul

- 59) What is the purpose of argument?
- 60) Explain the Fallacy of Power and create an example.
- 61) Explain the Foul: Wrong Tense.
- 62) Explain the Foul: “The Right Way” and create an example.
- 63) Explain *innuendo* and create your own example.
- 64) Explain *the threat* and create your own example.
- 65) Explain *utter stupidity* and create your own example.

Chapter 16—Know Whom to Trust

- 66) When in an argument, and ethos is used, what is the first thing to look for to determine if the ethos is accurate? How could this be applied to your life?
- 67) Explain, define, and give an example of “virtue” according to Aristotle (181).
- 68) Explain the quote from Aristotle on page 190: “There’s virtue in moderation.”

Chapter 17—Find the Sweet Spot

- 69) Explain “practical wisdom” or phronesis.
- 70) What is the most important trait of practical wisdom? Why?
- 71) What are the six steps to evaluating ethos?

Advanced Offense**Chapter 18—Get Instant Cleverness**

- 72) What are “schemes” (202)?
- 73) Define and explain the 3 types of figures.
- 74) Create your own example of *repeated first words*.
- 75) Create your own example of *multiple yoking*.
- 76) Create an example of *metonymy* and *synecdoche*.
- 77) Create a *chiasmus*.
- 78) Why should one use *the simplest figures of thought* in a serious argument?
- 79) Create an example of *dialysis* or *antithesis*.
- 80) Why is *editing yourself aloud* effective in certain situations?
- 81) Explain *litotes* and give an example.
- 82) Draw a diagram that explains the figure of *climax*.
- 83) Explain *verbing* (221-223).

Source:

http://cims.vvuhsd.org/UserFiles/Servers/Server_15215/File/Victor%20Valley%20Union/CIMS/PDF/Thank%20for%20Arguing%20Chapter%20Questions.pdf

**Selections from
*The Federalist Papers***

Please read the preface to Michael Meyerson's book, *Liberty's Blueprint*. (pages 9-12 of this packet). Then, read the three essays from the collection of *The Federalist Papers*. Links below:

#10: "The Union as a Safeguard Against Domestic Faction and Insurrection" (Madison)
http://avalon.law.yale.edu/18th_century/fed10.asp

#39: "The Conformity of the Plan to Republican Principles" (Madison)
http://avalon.law.yale.edu/18th_century/fed39.asp

#6: "Concerning Dangers from Dissensions between the States" (Hamilton)

http://avalon.law.yale.edu/18th_century/fed06.asp

You are advised, at the very least, to print copies of the above essays and annotate as you read.

Take note of any connections you make from *Thank You for Arguing*, as well as the writers' "voices" and techniques.

There are no plans for a "Summer Reading Test" when you come back from the break, but you will be expected to write about these essays at some point during the first week or two of class.

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PREFACE

One of the joys of teaching constitutional law is that every year I have the opportunity to introduce a new group of students to *The Federalist*. This collection of essays, written in 1787 and 1788 by Alexander Hamilton and James Madison (with a small assist from John Jay), was originally designed as a propaganda piece to influence the debate over ratification of the Constitution. For a modern audience, however, reading *The Federalist* is like having a private meeting with the savviest political and legal minds America has ever produced. *The Federalist* not only serves as the single most important resource for interpreting the Constitution, it provides a wise and sophisticated explanation for the uses and abuses of governmental power from Washington to Baghdad.

The Federalist was written in an extraordinary time. Just a few years after the Revolutionary War officially ended, Americans had to decide whether to accept or reject the radically new form of government devised in Philadelphia. In one sense, the battle over ratification of the Constitution can be seen as the first bare-knuckled political fight in American history. Each side suspected (with good reason) that its letters were being read, if not stolen, by postal carriers loyal to its opponents. Personal attacks and clandestine maneuvering were commonplace. Deals were struck. Promises were broken.

Yet the ratification conflict was also waged on an intellectual plane that is difficult to imagine today. Wise and educated men, many of

whom were heroes of the revolution, wrote voluminously on the merits and weaknesses of this new plan of government. Both those in favor of the proposed Constitution and those opposing it believed that logic, reason, and a clear understanding of history would illuminate the discourse and lead to a proper conclusion. By far, the greatest exemplar of rational political debate was *The Federalist*.

Hamilton and Madison each expended considerable energy, physical as well as intellectual, in their struggle to secure ratification of the Constitution. In a period of seven months, from October 27, 1787, to May 28, 1788, they produced 175,000 words, explaining in detail the plan for this new form of government and expounding a sophisticated and enduring political philosophy. While it must be said that some of these papers are a bit ponderous and repetitious, and that those describing the weaknesses of the Articles of Confederation have little, if any, relevance today, the best of the Federalist papers are breathtaking in their brilliance.

When Thomas Jefferson recommended that *The Federalist* be required reading for students at the University of Virginia, he termed it “an authority to which appeal is habitually made by all . . . as evidence of the general opinion of those who framed, and of those who accepted the Constitution of the United States, on questions as to its genuine meaning.” In 1821, Chief Justice John Marshall wrote that *The Federalist* was “a complete commentary on our Constitution, and is appealed to by all parties.”

Both Madison and Hamilton understood that a constitution is greater than the sum of its parts. The proposed Constitution represented a radical shift in the nature of government, and they recognized the need to provide the rationale for such a markedly different governmental system. Thus *The Federalist* contains a wide array of insights on politicians, human nature, democracy, greed, and power—an array of such astuteness that Theodore Roosevelt would praise it as “on the whole the greatest book dealing with applied politics that there has ever been.”

Unfortunately, much of the wisdom of *The Federalist* has been distorted by time. Many of the essays have been misread and misinterpreted. The essays are best approached with an equal appreciation

of law and history. I am not a professional historian, and, as a law professor, I greatly respect the skill and discipline that historians bring to their craft. By building on their work, and conducting my own research, I have been able to arrive at a new understanding of the story and meaning of Madison’s and Hamilton’s astonishing creation.

But to do this requires viewing their work in its entirety, comprehending the context of each essay, and paying close attention to the arguments of the Anti-Federalists that they were trying to answer. The first goal of *Liberty’s Blueprint* is to present the most important teachings of *The Federalist* to a modern audience.

It is remarkable how *The Federalist’s* analysis of the separation of powers between the president and Congress can illuminate our understanding of those same issues as they recur in the debate over Iraq or the war on terrorism. The dividing line between the federal and state governments that Madison and Hamilton labored to explicate can be seen at the heart of contemporary battles over such diverse issues as the Clean Air Act and medical marijuana. There is also much we can gain from rediscovering *The Federalist’s* observation that all power can be abused, no matter how virtuous those who are wielding it may be.

One obstacle to appreciating the wisdom of *The Federalist* is the ongoing, and increasingly heated, disagreement over whether we should rely on what is called the “original understanding” of those who drafted and ratified the Constitution in interpreting the document today. Those who call themselves originalists claim that basing our interpretation of the Constitution on such an historical understanding is the only way to stay faithful to the concept of a written constitution and the only mechanism for preventing judges from deciding cases based on their personal preferences instead of on legal principles. Opponents of the originalist approach warn that by restricting ourselves to a centuries-old interpretation of constitutional phrases such as “freedom of speech” or “equal protection of the law,” we are forcing society to return to a legal system which jailed those who criticized the government, imprisoned interracial couples attempting to marry, and treated women as too weak and emotional to serve as lawyers.

A second goal of *Liberty's Blueprint* is to use *The Federalist* to bridge the gap between these seemingly irreconcilable approaches and to demonstrate how and when we should call upon the views of the framers when we interpret the Constitution. One of the extraordinary achievements of Madison and Hamilton was their ability to explain, in detail, the logic and reasoning behind the choices made by those who drafted the Constitution in Philadelphia. Equally important, they showed how these choices reflected the goals and ideals of the population of their time. From *The Federalist*, a modern reader can understand not only the workings of the Constitution but also appreciate how well the philosophy behind Madison's and Hamilton's skeptical view of power resonates with more recent lessons of history and current events.

We need to remember, though, that the Constitution analyzed by Madison and Hamilton was largely limited to issues of separation of powers and the relationship between the national government and the states. The Bill of Rights was ratified several years after *The Federalist* was written, and the Fourteenth Amendment was ratified after the Civil War. Regrettably, there was no "owner's manual" like *The Federalist* for these amendments to the Constitution. No one presented a thoughtful, comprehensive analysis of the guarantees of freedom of speech and religion contained in the First Amendment, or the Fourteenth Amendment's promise of equal protection and due process of law. We also lack any evidence that those who drafted these later amendments wrote them with the same thoughtfulness and care as the delegates to the Philadelphia convention of 1787.

Thus we are left with a surprising paradox. *The Federalist* shows that it may make sense to be a "partial originalist." We can rely, at least presumptively, on the original understanding of those who drafted and ratified the original Constitution for issues of separation of powers and federalism, yet feel freer to use our more evolved understanding for determining the contours of individual rights and equality. History, in other words, can teach when and how to use the lessons of history.

But history can never be understood as simply the development of ideas or laws. History is made by complex individuals with complicated

relationships. The third aim of *Liberty's Blueprint* is to explore the lives of the authors of *The Federalist* and shed light on the unusual personal bond between Madison and Hamilton. One of the more persistent questions surrounding *The Federalist* has been how two equally brilliant men with such explosively different personalities were able to work together so successfully. Part of the difficulty of understanding their relationship is that it deteriorated so dramatically not long after the essays were completed. Moreover, the political fault lines that rose between Madison and Hamilton still divide Americans today. Contemporary fans of James Madison are drawn to his defense of individual liberty, his leading role in drafting the Bill of Rights, and his outspoken support for religious freedom. Present-day supporters of Alexander Hamilton tout his vision of economic development and fiscal responsibility. Many of the histories of Madison and Hamilton tend to be cast as either pro-Madison or pro-Hamilton, and all sides have ignored or played down the aspects of the relationship which show that, for a brief while at least, a genuine friendship existed.

Madison and Hamilton's intricate relationship is especially fascinating as it continually evolved through their joint involvement in each critical moment in the development of the American Constitution. When the two met in 1782 at the Confederation Congress, they found that they shared a common desire to strengthen the anemic powers of the national government under the Articles of Confederation. Hamilton's recklessness, however, repeatedly undermined Madison's carefully laid out attempts to forge a successful legislative compromise. At both the Annapolis convention of 1786 and the Constitutional Convention the following year, their personalities would clash, but their common goals would lead each to respect the strengths of the other. Their true friendship developed during the fight over ratification of the Constitution, when they joined forces, not only in writing the essays of *The Federalist*, but in sharing the lead in the nationwide campaign for ratification.

Madison and Hamilton were an eighteenth-century odd couple: the priggish, intellectual Madison teamed with the volatile and incautious Hamilton. At the peak of their alliance, they were able to transcend their differences, but their camaraderie was shortlived. They embraced

radically different visions for the new nation and held irreconcilable political agendas. Their friendship quickly degenerated to the point that Hamilton would declare that Madison was “his personal and political enemy.”

I am convinced that a study of the personal histories of Madison and Hamilton, and of the intellectual legacy of their masterwork, *The Federalist*, can teach one final, critically important lesson: it is folly to ignore the wisdom of those with whom one disagrees. My hope is that my book can contribute to an atmosphere where respectful and reasoned political discourse is considered an ideal worth pursuing.



**LIBERTY'S
BLUEPRINT**

“Signatures, please...”

Parent Contact Information

I have read this syllabus and I know what will be expected of me in this class.

Student name (printed) _____

Student Number: _____

Student signature _____ **Date:** _____

I have read this LA syllabus carefully; I understand its contents and what is expected of my child in this course. If I have any concerns or questions, I will contact my student’s teacher through the email address listed on the front page of this syllabus:

Parent/Guardian name(s) (printed) _____

MY DAY TIME or Work PHONE NUMBER: (_____) _____

EVENING PHONE NUMBER: (_____) _____

E-MAIL ADDRESS: _____

Parent/Guardian signature: _____ **Date:** _____

Language Arts Video Permission Form

Dear Parents/Guardians,

Our school requires parental permission for your student to view movies that are used in our curriculum, or that are selected by our teachers which are rated PG-13.

We believe that showing your son or daughter portions of full-length movies/internet clips enables them to benefit from a visual medium as a resource in the study of current events and literature.

Movies, along with our classroom activities such as reading, in-class discussion and research projects, give students a well-rounded opportunity to discover relevant and powerful connections to literature. Movies put a different spin on literature and at times help to bring the written word to life.

Be assured that we will use proper discretion when showing movies or clips of full-length movies. *The limited used of previewed YouTube and Discovery United Streaming clips will also be available to aide in classroom visual connections as well.*

Thanks for your continued support and taking the time to read and sign this form.

(over)

Sincerely,

Jane Langan, Susie Weetman, and Bill Smith

AP Lang. and Comp. Teachers

_____ Yes, I give my son/daughter permission to view curriculum and school appropriate clips and/or full-length movies rated PG-13.

_____ No, I do not give my son/ daughter permission to view curriculum and school appropriate clips and/or full-length movies rated PG-13. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Student Name: _____ (Printed)

Parent(s), Guardian(s): _____ (Printed)

Parent(s), Guardian(s): _____ (Signature) _____ (Date)

*Alternate assignments will be given in lieu of a signed permission form.