

CLASSROOM GUIDELINES AND EXPECTATIONS

MR. VIGNA

Welcome to the beginning of the 2011-2012 school year at Perry-Lecompton High School. Below are some of the guidelines and expectations that will be expected from you as a student and me as a teacher to ensure everyone has a terrific school year.

The guidelines below will not cover everything that will occur throughout the school year, but it is a good foundation to build upon. If you have questions or concerns about anything inside, or outside, of the class, please feel free to see me at anytime. It will be difficult for me to solve a problem if I am unaware that there is a problem.

BEHAVIOR:

One expectation I have for each and every student in my classes is to behave like an adult in **ALL** situations. At your age, you should have gained a sense of which behaviors are appropriate, and which are not. The following three general items are the most important behaviors I hold each student accountable for.

1. Do not participate or engage in any activity that will be disruptive to anyone in the classroom. Any behavior that interferes with the ability of another person in the class to learn is deemed disruptive.
2. **Respect** each and every person present in the class at **ALL** times. You may find differences with others in the class about their opinions, or actions, but as an adult, show respect by letting each express their own ideas.
3. Be **responsible**. Bring all materials to class each and everyday. Individuals will not be issued a pass to return to their locker to bring materials to class.

By each and every student in the class observing these three general guidelines will ensure each student the ability to receive the best education possible at PLHS. Basically, the three rules can be summed up by the way in which America is intended to operate. **TREAT OTHERS, AS YOU WOULD LIKE TO BE TREATED.**

Any difficulty in following the rules of the classroom will result in the following actions:

1. A Reminder of the rule being broken
2. A verbal warning of the action that is inappropriate
3. A conference with me (before or after class/school) to develop a verbal plan for improvement
4. Removal from the class, development of a written behavioral contract, parents will be contacted
5. Referral to office

YOU and only **YOU** make the choices that govern your behavior and take advantage of your opportunities. Please make choices that present you well as an adult. Remember, **IF YOU DO THE CRIME, BE PREPARED TO SERVE THE TIME.**

ACADEMIC EXPECTATIONS

GRADES:

The traditional grading scale will be used for the class. 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 & below F. Your second semester grade will be determined by a combination of all the assignments given during the semester. The following scale will be used to compute your grade for the following classes:

FOUNDATIONS OF SOCIAL STUDIES

Assessments	60%
Homework/daily work	40%

HOMEWORK/DAILY WORK:

Assignments are expected to be turned in at the end of the class period, or at the beginning of the next class period. Due times will be discussed in class at the time of the assignment. **ALL** assignments not turned in at the time designed will be considered late. **LATE WORK WILL BE COUNTED AS 50% CREDIT.** **All late work must be turned in before the date of the next unit test to receive credit.** Check the webpage to see what you assignments you have missed.

MAKE-UP WORK:

If you happen to be gone on a day that an assignment is assigned, you will have two days to turn the assignment in for full credit. After two days, it will be counted as late. It is your responsibility to see me for any assignments missed while you were gone. If you miss on a day of a test, you will have two days to make the test up, otherwise it will remain a zero.

ATTENDANCE:

This one is pretty simple. **SHOW UP TO EACH AND EVERY CLASS.** If you must miss class, it is your responsibility to consult with me to determine what you missed in class. If you fail to take this responsibility, you will not receive credit for the assignment(s) you missed.

GENERAL

SCHOOL PROPERTY:

Treat anything in the school that is not yours with the utmost respect and carefulness. Do not write on desks or chairs and pick up your trash upon leaving the room. Your mother does not clean up after you here at school, so you must do it yourself.

PASSES:

If you wish to leave the classroom, you must have your planner. If you fail to bring your planner to class, you will not leave the class. If you need to talk to another teacher during class time, bring a signed pass from that teacher to excuse you.

PLAGIARISM:

Plagiarizing the work of another will not be tolerated in this class, as well as the entire school. Students plagiarizing work serve consequences described in the student-parent handbook. Students plagiarizing work in my class will receive a 0 for the assignment with no chance of making up the grade.

COMPUTERS:

If you have turned in your computer privilege sheet to the office, you may use the computer upon permission being granted by me. The teacher computer located next to my desk should not be used at anytime. As regards to inappropriate sites on the Internet, do not visit them. Students who choose to visit these sites will be referred to the office for consequences. Remember, the server keeps a record of sites accessed at all stations in the building. Teachers and administrators have access to determine which sites have been visited and when.

HAVE A GREAT SEMESTER. IF I CAN BE OF ANY ASSISTANCE PLEASE FEEL FREE TO CONTACT ME.

Email – dvigna@usd343.org

Foundations in Social Studies – Outcomes

1. Evaluate the impact and role of resources in the establishment, development and success of human civilization.
2. Hypothesize about the impacts of movement of people and human-environmental interaction in the promotion of societal change and evolution over time. Assess the existence of a unique American culture; justifying their position through identification of existing characteristics of society and culture.
3. Categorize both historic and present day examples of conformity and deviance in two social institutions from society and compare the relative value of both conformity and deviance to society. Demonstrate an understanding of the concepts, relationships and impacts related to statuses, roles, and social interaction in society.
4. Evaluate the relative value of resources, products and human characteristics in specified economic systems and explain their rational utilizing basic economic questions and roles. Assess the evidence and effects of the existence of inequality in various social situations and settings.
5. Demonstrate the role of politics in influencing public opinion and policy, and ultimately the direction of government. Summarize the need for regulation across various parts of society and the application of regulation within democratic and authoritarian governments.

BASIC SOCIAL QUESTIONS FOR FOUNDATIONS OF SOCIAL STUDIES

Why do people live where they live?

Why do some civilizations flourish?

How do movement and interaction promote evolution of society?

What are the similarities and differences between cultures of the world?

How are societal characteristics maintained from one generation to the next?

What is the most important choice made by each person in a society?

What parts do social roles, statuses and groups play in society?

What are the decisions society must make about the production, distribution and consumption of resources?

What are the basic roles and systems that govern those decisions?

How does inequality of circumstance drive social interaction?

What is the role of politics in determining the direction of government, laws, and society?

Why is regulation by government necessary in society?