

Laurelhurst Upper-Level Student Guidelines, 2011-2012
Be Safe, Be Responsible, Be Respectful

Beginning the Day:

- Wait until 8:25am to enter the halls. If you arrive before 8:25am, you must wait in the school entry way.
- You must have a pass to be in the halls or classrooms before school or during lunch.

Bathroom:

- Be responsible by using the bathroom before school, before lunch, before recess or during passing periods.
- If needed, you may use the bathroom after the first 10 minutes of class and before the last 10 minutes of class, as long as it is not during direct instruction.
- You must ask your teacher for permission to leave the classroom and use the bathroom.
- Sign out before you leave and take bathroom pass with you.
- One student at a time may use the bathroom in a class.

Arriving Late:

- If you arrive late to school, sign in first at the office.
- If you are going to be late to your next class because you are meeting with a teacher, be sure to get a signed teacher note.
- Tardy consequences will be dealt with individually by teachers.

Hall Passing:

- The four minute passing period is to get from one class to another with all necessary materials.
- You are encouraged to use the bathroom at this time, if needed.
- If you need to leave the classroom for any reason during the period, you must get a hall pass and sign out (separate from bathroom pass).

Lunch:

- Unless it is a rainy day, you are to go outside for lunch recess.
- If you need to meet with a teacher at lunch, you must get a hall pass signed before lunch begins by that teacher.

Materials:

- Bring your planner, required homework & supplies to every class every day, and use them appropriately.
- If you take a pencil, pen or paper from a class supply, be responsible by replacing it the next day.
- Bring your flash drive every day to every class! Make sure you have your first and last name on the flash drive.
- Back up computer work to your flash drive and to your account.
- Put your first and last name with subject class on all flash drive files.

Backpacks, purses, coats, tote bags:

- Leave them in your locker. Do not carry them to class.
- No hats or hoods may be worn at school.

Cell phones, IPODS, other electronic devices:

- Keep them locked in your locker.
- If an electronic device is used during recess, it must be used in a safe, responsible and respectful manner.
- Laurelhurst is not responsible for lost or stolen electronic devices.
- If they are present, they may be taken and can be retrieved at the end of the day.
- If problem persists, they must be retrieved by a parent or guardian from the office.

Due Process: (As directed by teacher, depending on situation)

1. Warning.
2. Time-out in class. Reflect, refocus, rejoin.
3. Time-out, possibly in another class. Complete think sheet which may require parent /guardian signature.
4. Office & stage 1 referral. Parent/guardian is contacted.
5. Chronic low-level or immediate severe behaviors result in a stage 2 or 3 referral.

-----SIGN, TEAR AND RETURN TO HOMEROOM PERIOD 2 TEACHER-----

We have read and understand the Laurelhurst upper-level guidelines for 2011-2012.

Print student name: _____ Signature: _____

Print parent/guardian name: _____ Signature: _____

*Please write any comments on the back of this slip.

The Ten Strands of Social Studies
(Source: National Council for the Social Studies, Bulletin 89)

The NCSS strands provide a taxonomy for the work done in my social studies classrooms. These strands were applied to the district's social studies alignment in 2007. After each strand, there is a synonym. We use these words interchangeably when we discuss social studies. For the key content studied in 7th and 8th grade, see the priority standards developed by the school district on 6/16/09. For more information, go to the Office of Teaching and Learning website, and follow the links to your grade's social studies curriculum.

CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity. (syn: **anthropology**)

TIME CONTINUITY AND CHANGE: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time. (syn: **history**)

PEOPLE, PLACE AND ENVIRONMENT: Social studies programs should include experiences that provide for the study of people, places, and environments. (syn: **geography**)

INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies programs should include experiences that provide for the study of individual development and identity. (syn: **psychology**)

INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. (syn: **sociology**) (Note: the four institutions of sociology -- family, education, justice, and religion -- are reinforced)

POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. (syn: **government**)

PRODUCTION, DISTRIBUTION, AND CONSUMPTION: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. (syn: **economics**)

SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society. (syn: **technology**)

GLOBAL CONNECTIONS: Social studies programs should include experiences that provide for the study of global connections and interdependence. (syn: **current events**)

CIVIC IDEALS AND PRACTICES: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic. (syn: **public involvement**)

8th Grade Social Studies Priority Standards

SOC.08.01	Explain the implications of cultural diversity, as well as cohesion, within and across groups.
SOC.08.02	Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.
SOC.08.03	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post-American Revolution through 1900.
SOC.08.04	Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.
SOC.08.05	Use geographic tools such as aerial photographs, satellite images, and geographic information systems (GIS) to interpret information.
SOC.08.06	Determine and give examples of how individuals, groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.
SOC.08.07	Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights and identify and understand the rights of citizens guaranteed under the Bill of Rights.
SOC.08.08	Identify and give examples of the services of a bank, and evaluate the role of banks in the economy.
SOC.08.09	Explain how science and technology have impacted perceptions of the social and natural worlds such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.
SOC.08.10	Describe and explain relationships and tensions between national sovereignty and global interests in such matters as territory, natural resources, trade, use of technology, and the welfare of people.
SOC.08.11	Clarify key aspects of an event, issue, or problem and explain its significance; use and evaluate research information from various primary and secondary sources; identify and explain causes, consequences, and/or points of view related to the topic; and present reasonable, supported conclusions.