

Behavior Awareness I & II
Course Number XSB

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Office hours: Tuesday and Thursday 7:00-7:30 AM or by appointment

Course Description:

This course is for students needing additional behavior support as determined by their Individualized Education Plan (IEP). Best practices in classroom and behavior management-from organizing time, materials, transitions, strategies for managing individual and large group student behaviors and various activities will be presented. Students will be taught the social skills needed for independent functioning within the community. Topics may include self-regulation, self-control, problem-solving, crime and punishment, anger control, decision-making, interacting with others, and maintaining relationships. Community service projects and workshops involving various community members will be a component of the course.

Alignment to the Iowa Core Curriculum:

- Understand the influences on individual and group behavior and group decision making.
- Understand how personality and agents of socialization impact the individual.

Assessments: formative (end of semester portfolio), summative (short essay responses, reflections, quizzes, mini projects), weekly self-reflections

Behavior Awareness Course Outline

Writing across the curriculum & 21st Century skills will be incorporated into this course

- Unit 1: School-wide Awareness**
- Unit 2: Behavior Management**
- Unit 3: Behavioral Strategies & Mental Wellness**
- Unit 4: Mental Wellness**
- Unit 6: Growth Mindset**
- Unit 7: Project Based Service**

Instructional Strategies: small group, technology devices, visuals, hands-on projects, service projects, learning styles considered, journals, assignments

Resources: Novel, Internet, community, various articles, guest speakers, community institutions

Communication plan: Email, Power School, Website/LMS, text messages

Plagiarism

Hempstead High School is committed to educating our students about plagiarism and helping them come to understand what plagiarism is. We aim to teach students how to correctly quote and document sources, as well as how to effectively convert researched information into their own words. Refer to the policy in the agenda for further details.

Grading Scale/District Mandated: Portfolio products, service learning and essays will be graded in this course.

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-92	B 83-86	C 73-76	D 63-66	
B- 80-82	C- 70-72	D- 60-62		

Academic/Behavioral Objectives:

MUSTANG "PRIDE"

Prepared: Prioritize for success Begin with the end in mind Set goals and monitor progress Be on time with materials
Responsible: Make choices that keep yourself and others safe Recognize the teacher's right to teach and the student's right to learn Follow our school rules Be accountable for your actions (worry about you?)*
Inclusive: Include people who look left out "Mustang Stand UP" Avoid assumptions about one another Value diversity and differences Connect with peers/adults on a personal level to build community
Dignified: Do the right thing Treat others as you would expect to be treated Be honest with yourself and others Follow through Be a positive citizen for our community
Empowered: Consistently give your best effort Get involved in our school community Be attentive Develop skills to become a life-long learner Think critically and innovatively

Core Materials:

Students will be expected to bring 1 college ruled notebook, folder, a 1-inch hardbound binder with pockets, pen/pencil, & an agenda to class.

Evaluation:

Assignments will be given on a regular basis. Students will also be expected to maintain a journal and/or weekly reflection, actively participate in group activities, class discussions, and service learning opportunities. A final assessment will be given at the end of each semester as well as short assessments throughout the year.

Attendance:

Students are expected to follow the Dubuque Community School District Attendance Policy 5107 found in the Parent-Student Handbook.

Attend all classes and be on time for class, or it will result in a tardy. If tardiness becomes an issue, it will be addressed in accordance with building & district policies. If a student is absent from class, they will be required to make up any work missed. For a one-day excused absence, student work is due the following day after they return. Longer absences will be worked out with the teacher, with the student given a reasonable amount of time to make up

the work they missed for full credit. If there is a serious attendance issue, students will be referred to the AP's office for disciplinary action which may result in an attendance intervention.

1) Some of you in this class might do and say rude, nasty inappropriate things. I just want you to know that I will not always be stopping the lesson to deal with it. It doesn't mean I didn't hear it and it doesn't mean I'm not going to do anything about it. It just means I think teaching is more important in that moment (Unknown).

2) There will be times this year that I will be dropping by your desk with an individual message that is only for your ears. It is usually feedback that tells you what you have done well or what you can do better. I will not be sharing this message with anyone else in the class. The individual message will be between that student and me and nobody else (Unknown).

3) There will often be consequences for disruptive behavior. However, the consequences will almost always be given privately and I will almost never discuss one person's consequence with any other student (Unknown).

Interventions and consequences for not following these expectations could include a meeting with the teacher, a parent phone call, documentation of behavior, or being sent to the AP's office with a referral. Students are expected to follow the Dubuque Community School District Behavior Policy 5200 found in the Parent-Student Handbook.

I have read and understand the expectations of this class.

Student Signature and Date

Parent/Guardian Signature and Date