

Behavior Awareness I/II

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COURSE DESCRIPTION

This course is a year-long course designed for students who can benefit from applying the concepts of sociology to their personal lives. Sociology is the study of human behavior and groups in society. The study of sociology helps answer the questions we have about our relationships with others. Sociology will help the student understand the issues and problems we face in our society today. A wide range of topics will include the issues of suicide, crime, poverty, divorce, spouse and child abuse, gender and racial inequality and the force of social change. This course is also for students needing additional behavior support. 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

- **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning.
- **Ways of working.** Communication and collaboration.
- **Tools for working.** Information and communications technology (ICT) and information literacy.
- **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility.
 - Alignment to the Iowa Core in Behavioral Sciences Grades 11-12: Understand the historical development of the behavioral sciences and the changing nature of society.

Putting Concepts into Practice

- **Collaborative problem-solving.** Working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.
- **ICT literacy — learning in digital networks.** Learning through digital means, such as social networking, ICT literacy, technological awareness and simulation. Each of these elements enables individuals to function in social networks and contribute to the development of social and intellectual capital.

Found at: <http://atc21s.org/index.php/about/what-are-21st-century-skills/>

DISTRICT STANDARDS AND BENCHMARKS

This course addresses the following DCSD Benchmark Standards.

- Academic Standard 1: The student will evaluate the impact of culture and cultural diversity
 - 1.1: Evaluate the impact of similarities and differences among various cultures on the future of the United States and the world.
 - 1.3: Assess the various ways that groups, societies, and cultures address human needs and concerns.
- Academic Standard 4: The student will analyze the interaction between groups, institutions, individual human development, and personal identity.
 - 4.1: Analyze how biological and social factors shape the development of a sense of self.
 - 4.2: Analyze the interactions of ethnic, national, or cultural influence on an individual.
- Academic Standard 5: The student will analyze the interactions among individuals, groups, and institutions in society.
 - 5.1: Analyze how roles, status, and social class affect interactions of individuals, groups, and institutions in society.
 - 5.3: Evaluate situations in which conflict occurs between individuals' beliefs and instructional norms.
 - 5.4: Evaluate the role of institutions within society and how they adapt to meet the needs of individuals and groups.

CLASSROOM EXPECTATIONS

- Come to class prepared with all appropriate materials
- No use of electronic devices allowed
- Respect others, their opinions, and their property
- No food or drink allowed in the classroom (except water)
- Demonstrate the Ram Core Values (Respect, Responsibility, and Integrity)
- Do your best!

SUPPLIES

Assignment notebook (agenda) Keep your notes neat and organized

A pencil (with an eraser – because we all make mistakes)

A binder (stays in the classroom) Keep your activities organized

A spiral notebook (stays in the classroom)

INSTRUCTIONAL STRATEGIES

Instructional strategies that will be used in this course, but are not limited to, are: direct instruction, active participation, graphic organizers, presentation, cooperative learning, advanced organizers, probing questions, questioning strategies, student projects, technology, note taking, and modeling. We will also be incorporating community service and service learning as a component of this course with the goal of teaching students the social skills needed to be successful members of a 21st Century community.

ASSESSMENTS

Journals- daily reflective journals completed at the beginning of each class period.

Quizzes- over material and content learned

Classroom Discussions- participate with integrity and remain engaged.

Projects- at discretion of teacher

Service Learning- field trips, community involvement

COURSE ASSIGNMENTS

Students will be expected to be engaged in writing as well as class discussions. Computer use and other forms of technology will be huge part of this course. The following pieces of writing will be included with modifications and accommodations, when appropriate.

Character paper/Self-Image Project/Memoir
Group Discussions

Journaling/Reflections
Article reflections

Research paper
Participation

COURSE OUTLINE

Unit 1: School-Wide Awareness

The RAMFAM

Core Values

How to Be a Successful Student

Unit 2: Individualized Education Plans (IEPs)

Introduction to IEPs

Introduction to Behavior Plans

Activities:

- Review and Reflect
- Goal Setting
- Transition Assessments
- Team Building/Getting to Know You

Unit 3: Growth Mindset and Perseverance:

What is Growth Mind Set?

How to Develop a Growth Mind Set?

Why Do We Persevere?

Activities:

- PowerPoint and Notes
- Journal
- Continued Goal Setting
- Olympic Activity

Unit 4: The 7 Habits of Highly Effective Teens

Novel Discussions and the 7 Habits

Activities:

- Novel: The 7 Habits of Highly Effective Teens

Unit 5: Introduction to Sociology:

Examining Social Life

Culture and Diversity

Poverty

Activities:

- Journals
- Discussion
- Research Paper

Unit 6: Crime and Punishment

Understanding Societal Norms

Criminal Justice System

Gangs and Violence

Activities:

- Discussion
- Webquest
- Novel: Street Life

Unit 7: Physical/Mental/Emotional Abuse

Introduction to types of abuse

Activities

- Novel: A Child Called It.
- Research Project

Unit 8: Drugs and Drug Abuse

Introduction to drugs and drug abuse.

Activities:

- Research Project
- Poster
- Brochure
- Videos and discussion

Unit 9: Career and Social Development

Workplace Behaviors

Activities

- Mock Interviews
- Career Interest Research

PLAGARISM

Senior High School is committed to education 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. The policy will be followed the student agenda.

GRADING SCALE

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

TARDINESS AND ABSENCES

Refer to Senior High school Attendance Policy (found in the student handbook/agenda).

GETTING HELP

Working together is strongly encouraged (copying is not). You will find that you can learn a lot from each other. Other resources available include:

- Computer labs
- Math labs
- Guidance office (provides tutors)
- A-111 Special Education resource Room
- FAST Program- Friday morning academic support

BEHAVIOR EXPECTATIONS

I expect you to behave as the responsible student that you are. Should a serious problem arise I may contact your parents and/or pursue assistance from the office.

The focus of this class will be on developing appropriate coping mechanisms to challenging behaviors you may experience throughout the school year. The goal to help you develop strong relationships with your peers, your teachers, and teach you skills needed to succeed in a general education setting. With that in mind, know that actions always have consequences (positive or negative). Your expectation is to work toward understanding self-regulation strategies and skills needed to help you be successful in a school or work environment.

Cheating on anything will not be tolerated. Consequences may include, but are not limited to, a score of zero on your work, contacting your parents and/or Assistant Principal, or an F in the course.

COMMUNICATION

The best way to get ahold of me is via email at akail@dbqschools.org. You may also reach me by school phone at 563-552-5641. Messages left will be returned as soon as possible. I also update **PowerSchool** once a week. It is a great way to keep track of your grades!

This information is subject to change at any given time

Student Acknowledgement of Syllabus

I, _____ have read and asked questions regarding anything I did not understand on this syllabus. I will meet classroom expectations and bring all necessary materials to class. I understand the grading policy. I want to be a successful student and I will put forth effort in my class.

Student Signature

Date

Parent Signature

Date