

Behavioral Science

Zoo Academy

Instructor: Kyle Tredinnick
E-mail: kyle.tredinnick@ops.org
Office Phone Number: (402) 829-5880
Teacher Websites: <http://www.mrtredinnick.com/behavioral-science.html>
Term: Fall-Spring 2018-2019
Meeting Time: A4 & B1



I. **Class Description:**

Behavioral Sciences incorporates the ideas of the social sciences, specifically the principles of sociology and psychology, to better understand the ideas of group dynamics, and individual behaviors. Students will utilize scientific theory and methods to examine the principles of behavior, socialization, and the incorporation of individuals, in the context of a single individual, or as part of a larger whole. By planning and conducting studies, to be complete around the local community, students will gain a better understanding of the types of interactions and learned behaviors that take place around them, and come up with methods to improve a social experience. A large emphasis will be placed on the usage of scientific theory and methods, to design and conduct social experiments with the goal of increasing awareness of social forces, and improving an experience. In doing so, students will improve their understanding of scientific research and research methods. The focus of semester 1 is on Psychology, and Semester 2 has a focus on Sociology.

II. **Content Objectives:**

Theory: Through examining the varied perspectives and the different ways that psychologists examine the mind, individuals, and groups students will become familiar with the ways that psychology can be studied.

Psychological Thinking: Students will examine the development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology

Research: An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made

Application: An ability to relate psychological knowledge to everyday life

Identity: Students will gain an understanding of the factors that go into the formulation of personal development in terms of self-awareness, cognitive ability, and feelings of connections.

III. **Readings and Study Materials:**

Blair-Broeker, Charles T., Thinking about Psychology: The Science of Mind and Behavior, 3rd Edition, Worth Publishing, New York, 2013

Additional Readings and resources will be used throughout the course of the semester

IV. Unit Overviews:

a. Unit I – Theories of Social Science (4 Weeks)

In this introductory unit students will examine the tenets of sociology and psychology, and how they can be used to better understand the world. As sciences they employ similar methods and principles as other sciences. Students will be walked through the methodologies in conducting studies.

b. Unit II – Development and Learning (4 Weeks)

Through further examining how the brain functions at different stages of life students can obtain a better understanding of the way that individual receive, store, and are able to recall pieces of information. Through combining a theoretical and practical insight, students will engage in the processes while actively learning more about them.

c. Unit III – Behavior and Behavioral Modification (6 Weeks)

In Unit III students will be examining how forms of classical and operant conditioning can be employed to encourage new behaviors. Through examining normal, abnormal, and desired behaviors an understanding of behavioral and learning norms can be established that can contribute to the idea of learning and societal connections.

d. Unit IV – Develop an Experience (4 Weeks)

The final project will provide a culminating opportunity for students to apply their knowledge from the past units to develop a program in which they incorporate ideas from all of the units to better deliver an experience designed to encourage behaviors or teach a new skill. Students will work as individuals or small teams in a project-based approach to applied psychology.

*This schedule is tentative and subject to change

V. Omaha Public Schools Evaluation

Omaha Public Schools students' coursework and assessments are judged based on the level of student learning from "below basic" to "advanced." This course will provide multiple opportunities to achieve at the "proficient" to "advanced" levels. Students are evaluated based on a proficiency scale or project rubric.

A final score for each reporting topic/standard will be determined using a trend score. A trend score looks at the progression of learning throughout the unit of study or the course and puts greater emphasis on the increased achievement at the end of learning. All coursework and assessments are important for student learning and should be completed to provide evidence of learning. If multiple assignments or major assessments (final exam) are not completed, zeros will be given and the grade for the topic/standard will be determined by averaging.

At the end of a grading period, trended scores for each reporting topic/standard will be averaged using assigned folder weights. This weighted average is converted to a letter grade using this grading scale for the 2016-2017 school year.

Proficiency scales for this course are available upon request (teacher will identify location such as parent portal, teacher website, attached, etc.)

VI. Grading Procedures

- a. Redoing/Revising Coursework: Students are allowed redos and revisions of coursework for full credit during that unit of study. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original student score.
- b. Late Coursework: Students are expected to complete missing coursework. Late coursework is accepted for full credit until the end of the unit. Once late coursework is turned in, the zero will be replaced with the score earned by the student. Late work completed during the unit of study will not result in a reduction in grade. Work that is not turned in during the unit of study will receive a reduced score.

Missing Coursework: Work not turned in at all will receive a score of M. An M is weighted the same as a zero in the gradebook. Students have until the end of the unit to hand in any missing assignments. Accommodations due to extended illnesses are to be arranged with the teacher.

VII. Grading Scales

Omaha Public Schools	Papillion La Vista Community Schools
A = 3.51 – 4.00	A = 100% - 90%
A- = 3.01 – 3.50	B = 89% - 80%
B = 2.51 – 3.00	C = 79% - 70%
B- = 2.01 – 2.50	D = 69% – 60%
C = 1.51 – 2.00	F = 59% - 0%
D = 0.76 - 1.50	
F = 0.00 – 0.75	

VIII. Course Requirements

- a. Daily Warm-Ups: Each day of the class students will be required to do daily warm-up questions from the class forum that can be found at the bottom of the course website or by using the following link <http://www.mrtredinnick.com/behavioral-science.html>. These daily forums will have questions to help connect the materials that will be covered in the day's lesson to the students' own personal pre-conceptions or ideas.
- b. Assignments: All assignments can be completed and handed in a variety of ways. They be completed by printing off the assignments from the course website and handing in physical copies to the teacher. Students can complete assignments and submit them digitally using the assignment form at the bottom of the course website. Or students can see the teacher for physical copies of the assignments that can then be handed in physically or digitally.
- c. Tests/Quizzes: Tests will be taken in class on a designated date. If a student is unable to complete the test during the testing time due to illness or other factors it is the student's responsibility to communicate with the instructor to come up with alternate arrangements for the test.

IX. Academic Dishonesty/Cheating

Any students caught cheating, or attempting to cheat, will be given an automatic zero on the assignment. Further action may be taken depending on the situation.

X. Assessments and Weights

Assessment Type	Category Weight (%) OPS/PAPLV
Summative Assessment: assessments/assignments are major end of learning unit tests or projects, (e.g., a research paper, an oral report with a power point, science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student's progress on grade level standards.	65% / 70%
Formative Assessment: assessments/assignments are done for learning. They are minor assignments, (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Descriptive feedback provides the student with the necessary information to improve their learning. Formative work is at the student's instructional level and/or grade level standards.	35% / 30%

Multipliers: All assignments will be the standard x1 multiplier unless otherwise stated. Assignments will be listed in the gradebook with labeling as either a formative or summative assignment, and any special multiplier will be explained in the explanation of the assignment. All end of unit examinations will be counted as a Summative Assessment with a x2 multiplier.

XI. Targeted Learning Standards

Standard 01: Define the science of psychology, describe its history, and identify the methods for examining behavior and mental processes.

Standard 02: Understand how biology contributes to our behavior and mental processes.

Standard 03: Understand the differences between learned vs. unlearned behavior, and understand the principles that underlie how humans remember, and retrieve information.

Standard 04: Explain how personality is shaped positively and negatively by internal and external forces.

XII. Grading Rubric

Assignment Grading Rubric					
	No Evidence (0)	Attempted (1)	Basic (2)	Reaching (3)	Advanced (4)
Question Completion	Assignment missing, or none of the questions answered	Student at least attempted to answer one or more questions	At least 50% of questions answered, though some are incorrect or lack depth of thought	At least 75% of questions answered fully, and completely, but some questions are incomplete	All questions are answered correctly, showing clear depth of thought
Thought Questions	Assignment missing, or no proof of attempt to do assignment	Student attempted to respond, but failed to answer more than half of required tasks	Answers show basic understanding of concepts, though some are incorrect or incomplete	Answers show comprehension of ideas though might be lacking reasoning or evidence to support answer	Obvious mastery of ideas in answer shows that student understands concepts clearly and
Depth of Thinking	Assignment missing, or no evidence of attempt to do assignment	Some evidence that student understands, but answer is confusing or incomplete	Answer contains definition, but lacks analysis and higher order thinking	Question contains analysis, but some ideas need further explanation	Answers exhibit higher order thinking, <u>or answers questions as completely as needed</u>
Sources	No Sources Given	Student gives name of source, but no other information	Url given, but source not properly formatted, or source does not come from a credible site	Source is formatted, but some information missing. Information comes from a credible site	Source is properly formatted in MLA, APA, or Chicago, and comes from a credible news source