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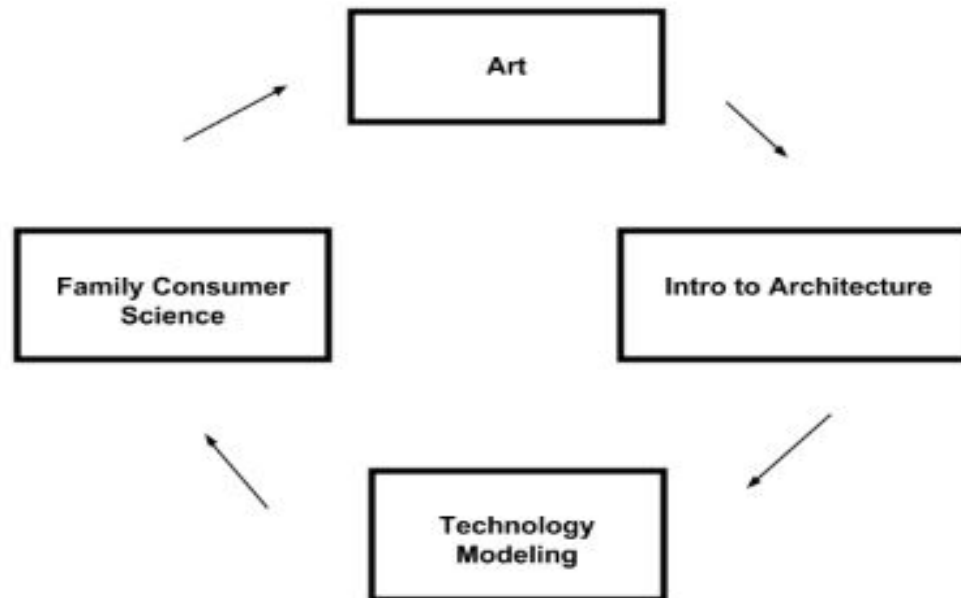
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Class Descriptions:



Technology Modeling

Students are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs.

Family and Consumer Science

Students will demonstrate basic skills for producing textile products, demonstrate basic food preparation procedures, and develop knowledge in personal financial management.

Art

Students will produce meaning through the creation process while engaging with a variety of media while exploring elements & principles of design, experimenting, research, sketches, creating art, and presenting art.

Intro to Architecture

In this exploratory, students begin to recognize the value of problem solving, teamwork, design and redesign, communication, and more. Students will design a small house using the design program Chief Architect, complete team building and problem solving simulations, explore careers, and finally complete a final project. The key to success in this class is communication and accountability. Students must show up, do their best, work with a team, and have fun!

How students will be graded on academics:

- Letter grades will continue to be assigned for all courses at the secondary level based on the 0-100 percent scale.
- When utilizing a rubric with four levels of proficiency (Beginning, Making Progress, Meeting the Standard, Exceeding), teachers will show the connection between a student's performance on the rubric to the assigned grade within the 0-100 percent scale. This connection will be communicated at the onset of its use and throughout the learning progression for the purpose of providing feedback.

Grading Scale for Non-weighted Classes:

Letter Grade: A
Minimum Percent: 92.5

Letter Grade: A-
Minimum Percent: 89.5

Letter Grade: B+
Minimum Percent: 86.5

Letter Grade: B
Minimum Percent: 82.5

Letter Grade: B-
Minimum Percent: 79.5

Letter Grade: C+
Minimum Percent: 76.5

Letter Grade: C
Minimum Percent: 72.5

Letter Grade: C-
Minimum Percent: 69.5

Letter Grade: D+
Minimum Percent: 66.5

Letter Grade: D
Minimum Percent: 62.5

Letter Grade: D-
Minimum Percent: 59.5

Letter Grade: F
Minimum Percent: 59 and below

Guiding Practices:

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability

- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed [here](#).

Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

Formative and Summative Assessment:

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

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