



Teacher Information:



Mr. Eric Anderson  
[eric.anderson@ankenyschools.org](mailto:eric.anderson@ankenyschools.org)

Mr. Taylor Davenport  
[taylor.davenport@ankenyschools.org](mailto:taylor.davenport@ankenyschools.org)  
 follow on Twitter @DavACHS

Phone: (515) 965-9610

Main Ideas:	Details:	Connections:
<b>Required Materials:</b>	Please bring the following to class each day: <ul style="list-style-type: none"> <li>• Chromebook</li> <li>• Quad-ruled composition notebook</li> <li>• Pencil or black/blue pens for notes and practice</li> <li>• Dry erase markers for working on desks</li> <li>• Colored pen for modifying thinking</li> <li>• Scientific calculator (TI-30x or higher)</li> <li>• Earbuds</li> </ul>	<ul style="list-style-type: none"> <li>✓ Being successful requires coming to class prepared. This is one way your <b>Organization and Readiness</b> will be measured.</li> <li>✓ Chromebooks will be used to access Google Classroom and other internet activities.</li> <li>✓ Cell phones will not be used in class and should remain in backpacks.</li> </ul>
<b>Remote Learning Expectations:</b>	<ul style="list-style-type: none"> <li>• All work for this course will be conducted through Google Classroom. The easiest way to find the work is by clicking on the Classwork tab at the top the page.</li> <li>• Work will be posted by the start of school each day you are working remotely.</li> <li>• Work will need to be completed by the due date and time stated on the Google Classroom assignment.</li> </ul>	Completing work by the due date/time, will allow your teacher to review your work, give feedback as needed, and plan for face-to-face learning.
<b>In Person Learning Expectations:</b>	<ul style="list-style-type: none"> <li>• Students are expected to only work on course materials for physics during class time, not other coursework.</li> <li>• Students must wear a mask at all times.</li> <li>• Students are to follow lab safety expectations during hands-on lab work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ As in person learning time is limited, these learning expectations ensure that students will learn at high levels in a safe environment.</li> </ul>

Main Idea:	Details:	Connections:																				
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>To describe motion of objects using forces, work and energy, and momentum, and waves.</li> <li>To investigate topics using an inquiry approach to problem solving, through lab experiences, engineering design processes, and mathematical modeling.</li> <li>To engage in scientific discourse to share, confirm, and challenge ideas.</li> </ul>	✓ You will be asked to work productively as a member of a team. In this classroom we work together to help ALL learners reach the standard. This will be one way your <b>Collaboration Skills</b> will be assessed.																				
<b>By the end of the course you will be able to:</b>	<ol style="list-style-type: none"> <li><i>Students will design scientific investigations and analyze collected to answer a scientific question.</i></li> <li><i>Students will model the relationship between forces and motion.</i></li> <li><i>Students will create system models to represent relationships within collisions.</i></li> <li><i>Students will create system models to represent energy transfer.</i></li> <li><i>Students will model properties of waves.</i></li> </ol>	✓ These are the Board-Approved Grade Level <b>Standards</b> .																				
<b>Grading Practices:</b>	<p>Each standard will be graded using a performance scale. <u>Students will be required to show beginning learning on each standard in order to pass and receive credit for the course.</u> Evidence will include but is not limited to: individual practice, quizzes, exams, projects, lab reports, lab practicums, etc.</p> <table border="1" data-bbox="407 1226 1122 1709"> <thead> <tr> <th colspan="5">Performance Levels for Grade Level Standards</th> </tr> <tr> <th>Advanced (ADV)</th> <th>Meeting (MTG)</th> <th>Progressing (PRG)</th> <th>Beginning (BEG)</th> <th>Insufficient (INS)</th> </tr> </thead> <tbody> <tr> <td>Evidence is beyond the expectations of proficiency</td> <td>Evidence meets the expectations of proficiency</td> <td>Evidence partially meets the expectations of proficiency</td> <td>Evidence begins to meet the expectations of proficiency</td> <td>The student has not demonstrated beginning learning OR has insufficient evidence.</td> </tr> <tr> <td>100%</td> <td>88%</td> <td>75%</td> <td>65%</td> <td>50%</td> </tr> </tbody> </table>	Performance Levels for Grade Level Standards					Advanced (ADV)	Meeting (MTG)	Progressing (PRG)	Beginning (BEG)	Insufficient (INS)	Evidence is beyond the expectations of proficiency	Evidence meets the expectations of proficiency	Evidence partially meets the expectations of proficiency	Evidence begins to meet the expectations of proficiency	The student has not demonstrated beginning learning OR has insufficient evidence.	100%	88%	75%	65%	50%	✓ The standard will be communicated at the beginning of learning, and will be assessed multiple times, with the most recent evidence counting as the grade. <b>The goal is to assure learning is maintained or improves throughout the course.</b> <ul style="list-style-type: none"> <li><b>Formative Assessment:</b> Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.</li> <li><b>Summative Assessment:</b> Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.</li> </ul>
Performance Levels for Grade Level Standards																						
Advanced (ADV)	Meeting (MTG)	Progressing (PRG)	Beginning (BEG)	Insufficient (INS)																		
Evidence is beyond the expectations of proficiency	Evidence meets the expectations of proficiency	Evidence partially meets the expectations of proficiency	Evidence begins to meet the expectations of proficiency	The student has not demonstrated beginning learning OR has insufficient evidence.																		
100%	88%	75%	65%	50%																		

<b>18-Week and Semester Grading Scale:</b>	<p>Scores in each standard will be averaged together to determine the 18-week grade using the grading scale below.</p> <table border="1" data-bbox="610 205 899 697"> <thead> <tr> <th>Minimum Percent</th> <th>Letter Grade</th> </tr> </thead> <tbody> <tr><td>92.5</td><td>A</td></tr> <tr><td>89.5</td><td>A-</td></tr> <tr><td>86.5</td><td>B+</td></tr> <tr><td>82.5</td><td>B</td></tr> <tr><td>79.5</td><td>B-</td></tr> <tr><td>76.5</td><td>C+</td></tr> <tr><td>72.5</td><td>C</td></tr> <tr><td>69.5</td><td>C-</td></tr> <tr><td>66.5</td><td>D+</td></tr> <tr><td>62.5</td><td>D</td></tr> <tr><td>59.5</td><td>D-</td></tr> <tr><td>&lt; 59.5</td><td>F</td></tr> </tbody> </table>	Minimum Percent	Letter Grade	92.5	A	89.5	A-	86.5	B+	82.5	B	79.5	B-	76.5	C+	72.5	C	69.5	C-	66.5	D+	62.5	D	59.5	D-	< 59.5	F	<ul style="list-style-type: none"> <li>✓ A 0-100 percent scale will be utilized to determine <i>final</i> course grades.</li> <li>✓ Letter grades will be assigned for all courses at the secondary level based on the 0-100 percent scale.</li> <li>✓ When a rubric is converted to a letter grade, the 0-100 percent scale will be employed. (see performance levels above)</li> </ul>
Minimum Percent	Letter Grade																											
92.5	A																											
89.5	A-																											
86.5	B+																											
82.5	B																											
79.5	B-																											
76.5	C+																											
72.5	C																											
69.5	C-																											
66.5	D+																											
62.5	D																											
59.5	D-																											
< 59.5	F																											

<b>Main Ideas:</b>  <b>Behavioral Expectations:</b>	<b>Supporting Details:</b> <p>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:</p> <ul style="list-style-type: none"> <li>• Organization and Readiness</li> <li>• Productivity and Accountability</li> <li>• Collaboration Skills</li> </ul> <p>For those of you accessing this document electronically, the work habits tool can be accessed <a href="#">here</a>. We will be using the following performance levels:</p> <table border="1" data-bbox="402 1234 1089 1537"> <thead> <tr> <th colspan="4">Performance Levels for Work Habits/Behavior Standards</th> </tr> <tr> <th>MS</th> <th>PM</th> <th>DM</th> <th>NE</th> </tr> </thead> <tbody> <tr> <td>Meets Standard</td> <td>Partially Meets Standard</td> <td>Doesn't Meet Standard</td> <td>No Evidence</td> </tr> </tbody> </table>	Performance Levels for Work Habits/Behavior Standards				MS	PM	DM	NE	Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence	<b>Connections:</b> <ul style="list-style-type: none"> <li>✓ Descriptors on the Work Habits skills are intended for feedback and communication; they do not impact a student's GPA.</li> <li>✓ All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.</li> <li>✓ Displaying these work habit skills embodies the Jaguar Creed.</li> </ul>
Performance Levels for Work Habits/Behavior Standards														
MS	PM	DM	NE											
Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence											

<p><b>Multiple and Varied Assessment Opportunities (including Retakes):</b></p>	<ul style="list-style-type: none"> <li>• You will have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by your instructor or you, but always at the instructor’s discretion. Additional opportunities may include retakes of an alternate form of an assessment (e.g., Form B instead of Form A), revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).</li> <li>• Guidelines for reassessment opportunities include the following: <ul style="list-style-type: none"> <li>○ Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.</li> <li>○ Teachers determine appropriateness and authentic need for reassessments.</li> <li>○ Reassessment method will be provided at the discretion of the teacher.</li> <li>○ Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.</li> </ul> </li> <li>• 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.</li> </ul>	<p>✓ Each skill will be assessed multiple times. Your grade for each skill will be determined using most recent evidence.</p>
<p><b>Independent Practice:</b></p>	<ul style="list-style-type: none"> <li>• Independent practice is an opportunity for you to practice skills, apply knowledge, review and build on past learning, and extend learning.</li> <li>• Practice is a way for you to receive feedback (from your teacher or by checking your own work with an answer key) and correct errors in thinking.</li> <li>• Homework may be individualized and based on your progress towards established standards.</li> <li>• The purpose of the assignment will determine whether or not it will be used as evidence toward the standard.</li> </ul>	<p>✓ Through independent learning tasks (homework), you will assume more responsibility for your learning through opportunities to apply what you have learned to new situations or experiences.</p> <p>✓ Meeting Independent Practice deadlines is one way your <b>Organization and Readiness</b> will be measured.</p>

Main Ideas:	Supporting Details:	Connections:
<p><b>Class Work:</b></p>	<ul style="list-style-type: none"> <li>• It is an expectation that you will participate and complete all activities in class.</li>   <li>• If you <b>miss class</b>, you will be responsible for the learning you missed. <ul style="list-style-type: none"> <li>✓ First, check Google Classroom or your peers.</li> <li>✓ Second, check the folder in the front of the classroom for any papers and handouts.</li> <li>✓ Lastly, talk to your instructor to determine a timeline for completing work.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Participating and being engaged in class work is one way your <b><i>Accountability and Productivity</i></b> will be measured.</li> </ul>