



**Contact information:**

School phone: (515) 965-9700

**Technology Modeling:** Paul Evans and Christopher Stotz

Email: [paul.evans@ankenyschools.org](mailto:paul.evans@ankenyschools.org) and [christopher.stotz@ankenyschools.org](mailto:christopher.stotz@ankenyschools.org)

**Art:** Andrew McCormick

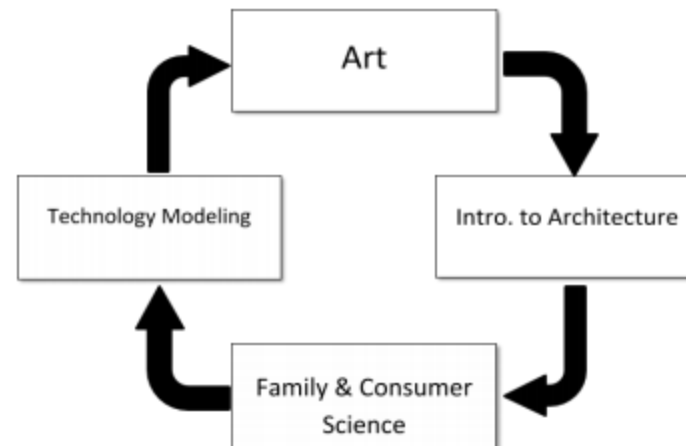
Email: [andrew.mccormick@ankenyschools.org](mailto:andrew.mccormick@ankenyschools.org)

**Intro to Architecture:** Amy Miller and Madison Koonce

Emails: [amy.miller@ankenyschools.org](mailto:amy.miller@ankenyschools.org) and [madison.koonce@ankenyschools.org](mailto:madison.koonce@ankenyschools.org)

**Family and Consumer Science:** Marissa Bauer and Kayla Myers

Emails: [marissa.bauer@ankenyschools.org](mailto:marissa.bauer@ankenyschools.org) and [kayla.myers@ankenyschools.org](mailto:kayla.myers@ankenyschools.org)



## **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

## Grading Scale:

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: Below 59.5

## Academic Integrity

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.

## Guiding Practices:

### Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, as well as extend learning. Homework is individualized and based on each student's progress towards established standards. Homework assignments will be weighted at 10% of the student's overall grade.

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. Majority of work will be done within our classroom, however work may need to be completed outside of class due to extenuating circumstances.

### Formative and Summative Assessments

Formative assessments will be given throughout each unit to help students and the teacher to identify their understanding of the standards. These assessments will not be graded, but will be used to direct students to a relearning or extension activity.

Each unit will end with a summative assessment. Summative assessments are weighted at 90% of the student's overall grade. The opportunity to retake an assessment is only available if all homework assigned for the unit is completed, a relearning assignment has been completed, and the student received less than an 80% on the summative. Students must email the teacher to set up a time to retake the assessment. All retakes **must be completed within two weeks** of the original assessment date.

### Late Work

All assignments are expected to be turned in on time. Late assignments will not be accepted after two weeks from the original due date. Late assignments will be marked as missing in the gradebook, which calculates to a zero. Missing work could affect a student's ability to retake an assessment.

### 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 online: [Work Habit Tool Online Link](#). We will be using the following performance levels

### 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.

### Cell Phone Policy

Cell phones are not allowed to be used during class time. A cell phone pocket is located in the room, near the door. Each student will have an assigned number for their phone to be placed. Attendance may be taken based on the phone chart.

### Formative and Summative Assessment: Definitions

- **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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