



ANKENY COMMUNITY SCHOOL DISTRICT

Building Trades

Contact information:

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Room Ankeny Centennial High School Room 1510
Office Hours: Before School starting at 7:45 AM and after school until 3:45 PM

Credit: 2 High School Credit (1 Semester) DMACC Credit (7 Semester)

Pre-requisite: None

Course Description: _Students will have projects out in the community that they will be working on. Bus will be provided and will take the class to the job site._ Upon completion of the Building Construction Course at Ankeny Centennial High School the students will have a strong working knowledge of the construction industry that will be ready to join a working community.

The following DMACC credits are available as DMACC competencies for each course will be the framework for instruction;

- Material & Construction Theory (CON 333) – 5 hrs.
- Care/Use of Power/Hand tools (CON 336) – 1 hr.
- Construction Blueprint Reading (CON 337) – 1 hr.

DMACC Competencies/Board-Approved Standards:

- Basic Safety - Explain the safety obligations of workers, supervisors and managers to ensure a safe work place.
- Introduction to Construction Math – Explore basic math function such as adding, subtracting, multiplying and dividing number and how they relate to the construction industry.
- Introduction to Hand Tools – review various hand tools such as hammers, saws, levels, and clamps and how they are used in the realm of construction.
- Introduction to Power Tools – Give work experience to the students on various power tools that are used and maintained in construction, to include saws, drill, grinders, and sanders.
- Introduction to Blueprints – Familiarize students with basic blueprint terms, components, and symbols so they can become productive workers on a job site.
- Basic Communication Skills – Give students skills in communicating with co-workers and management.
- Basic Employment Skills – Give students skills to work on a job effectively and efficiently.
- Building Materials, Fasteners, and Adhesives – provide an overview of the building materials used in the construction industry.
- Wall and Ceiling Framing – Describe the procedures used for laying out and framing walls and ceilings, including roughing-in doors, windows, constructing corners and partitions, bracing walls and ceilings and applying sheathing.

Be Responsible, Be Respectful, Be Safe:

- Introduction to Concrete and Reinforcing Materials – Describe the ingredients of concrete, discuss the various types of concrete, and discuss how to mix concrete.
- Floor systems – Discuss the basics on laying out and constructing a wood floor using common lumber as well as engineered building materials.
- Windows and Exterior Doors – Describe the various types of windows, doors, and provide instruction on how to install them.
- Basic Stair Layout – give students instruction on various stair systems and how to lay them out.

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-

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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

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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](#). 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.

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.

Electronic Device Policy:

Electronic Devices are not to be used in the classroom. There will be no games, Facebook, Twitter, other social media, etc. If electronic devices are used for such purposes, the student will be asked to put it away. If improper use continues, PBIS procedures will be followed.

All Major (Extreme) Behaviors are managed by an administrator.

Be Responsible, Be Respectful, Be Safe:

**District Office 306 SW School Street PO Box 189 Ankeny, IA 50021-0189
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