



Pre-Algebra

7J

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7A

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7G

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Course Overview

On a daily basis, students in Pre-Algebra use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas.

The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Key concepts addressed in this course are:

- Operations of Rational Numbers
- Angle Relationships
- Equations and Expressions
- Similarity
- Transformations
- Proportions
- Probability
- Linear Relationships
- 3-Dimensional Solids
- Radicals and Exponents
- Statistics

Homework Structure

Homework will be assigned occasionally based on student need and use of class time. Most practice will be done during class to ensure the teacher is available to provide support. Any homework assigned will not be figured into the student's overall grade.

Student Expectations

- Respect yourself and others
- Ask questions
- Do the best you can and have fun

Daily Supplies Needed

- Spiral Notebook (7J & 7A) or Binder (7G)
- Pencils and pens

- Chromebook

How students will be graded on academics:

- Letter grades will continue to be assigned for all courses at the secondary level
- When utilizing the Levels of Proficiency (Beginning, Progressing, Meeting, Advanced), teachers will show the connection between a student's performance on the Performance Scale to the assigned grade. 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: Below 59.5

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.

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.

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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