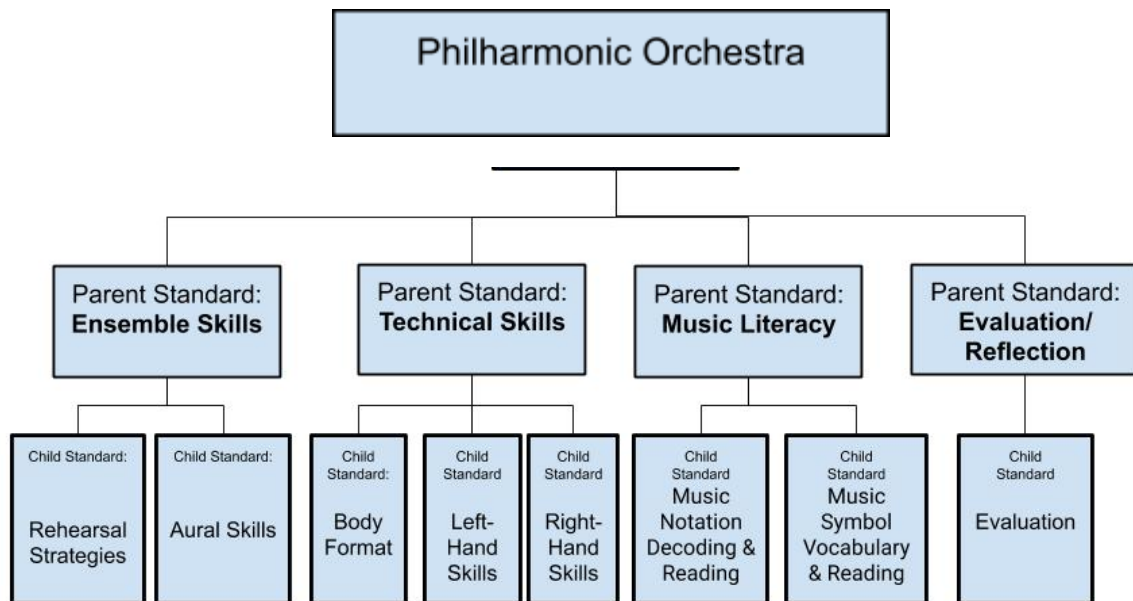


Philharmonic Orchestra 2512 Syllabus

Teacher: Ms. Daniella Valdez (she/hers/ella)	School Year: 2022-2023
Email: dvaldez@maine207.org Google Classroom Code: 2t44jix Website: www.mworchestras.org	Textbook title: Sheet music, pencil, instrument, music stand
Available times for student contact: Mon- Fri: 7:30- 8:15, 3:00- 3:30	Supplementary materials: n/a

Brief Description of Course: The course is designed for students to perform intermediate and some advanced string repertoire. This repertoire is geared to elevate the performance level of each individual musician as well as the ensemble.

The following Standards are taught and assessed in each unit of study.



Method of Evaluation: Standards Based Grading using Average

Student grades will be determined by mastery of the National Core Arts standards. Summative assessments given throughout the semester/year determine student grades. Students are graded by calculating the average score. Any missed summative assignments will result in an incomplete for the course. Any assessments that do not receive a 2 or better must be retaken.

Method of Evaluation & Grading Scale:

Letter Grade	Number Grade	GPA Equivalent
A	3.3 - 4.0	4.0
B	2.5 - 3.2	3.0
C	1.7 - 2.4	2.0
D	0.9 - 1.6	1.0
F	0.0 - 0.8	0.0

***If rounding, rounding will happen to the nearest tenth.

Classroom Expectations: In addition to classroom-specific expectations, [Respect@west](#)

Technology/Electronics Usage Expectations: Online classroom behavior is an extension of our classroom and comes with the same rules and expectations. Appropriate technology use is a student's responsibility. The District's Acceptable Use Policy is part of the student handbook and can be reviewed at: <http://bit.ly/207techAUP>. Personal devices that are used to access required classroom texts and resources may always be used when a textbook is in use, otherwise classroom use of technology will be determined by the teacher. Cell phones will be silenced and put away before entering the classroom UNLESS permission has been given by the instructor.

Teacher Availability

Teachers will be available to students between the hours of 7:30 a.m. and 3:30 p.m. as their teaching schedule and professional responsibilities permit on days that school is in session. For email communications with students, teachers will respond within 24 hours (excluding days when school is not in session).

Retake/Redo Guidelines

1. Assessments:

All students in this course will be given the opportunity to retake or redo the following assessments:

- All assignments can be retaken. Any assessments that do not receive a 2 or better must be retaken.
- If a student retakes an assessment and earns a lower grade than on the first attempt, the retake grade will stand.

2. Requirements:

Students must meet the following minimum requirements before being granted the opportunity to retake an assessment:

- No minimum requirement

3. Timeline:

Performance assessments/playing quizzes of concert repertoire will be encouraged to be retaken within 2 weeks of the concert date. This will be adjusted as appropriate for students with IEP's, 504's or other individualized learning plans.

4. Other Notes:

- If a student retakes an assessment and earns a lower grade than on the first attempt, the retake grade will stand.
- The following assessments/projects in this course cannot be retaken as multiple opportunities are already built into the process of producing the assessment that provide for revision, rough drafts, etc., and significant teacher feedback

is provided to the student regarding his/her progression as it relates to the assessment: (Must list name of assessment/projects that cannot be retaken/redone):

- The skills and knowledge being re-assessed should be of the same rigor as the original assessment.
- This retake policy is also posted in SIS and on the teacher staff directory pages and other classes websites (if applicable).

SBG Common Syllabus Language

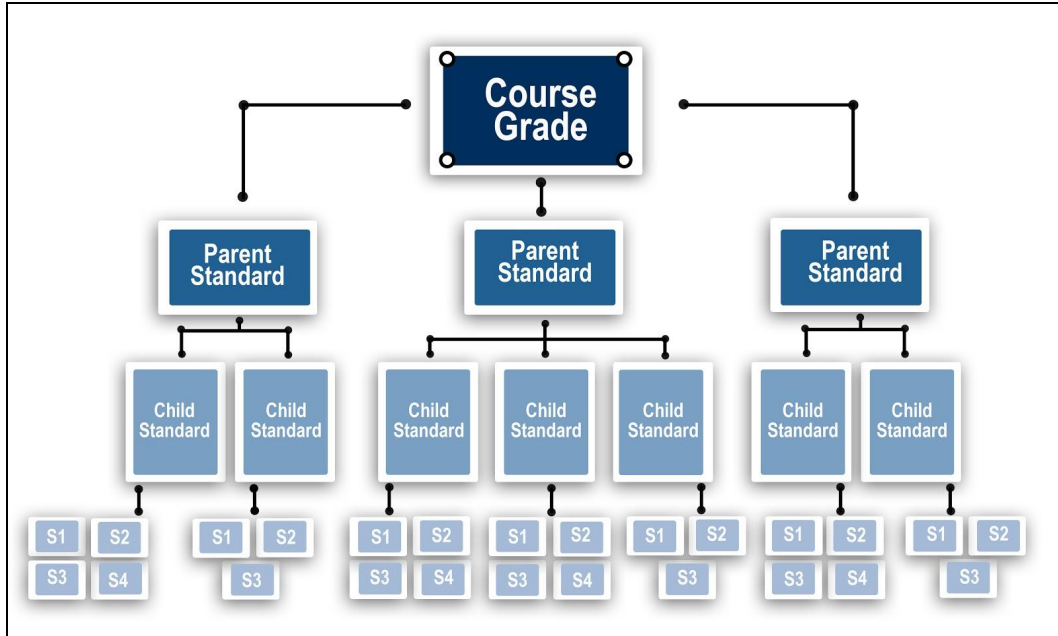
This course uses standards-based instruction and grading methods. You may find that the ways you are assessed, receive feedback, and graded in this course are different from other courses you may have.

What may be different:

- All of your summative assessments will be graded on a rubric that contains descriptive feedback. This feedback is designed to make it clear to you what you are doing well, the level of accomplishment you have reached, and what you need to focus on to do better.
- Formative assessments (homework, quizzes, exit slips, etc.) are not counted in the overall grade; only summative assessments impact your grade in this course. Formative assessments are used as an indication of your readiness to engage in the summative assessment and, therefore, are a necessary part of your learning and preparation to be successful on summative assessments. Failure to complete formative assessments may impact your ability to earn a passing grade for this course.
- You will be asked to continually assess your progress on learning targets and your level of achievement regarding the standards as a means of self-tracking your progress and self-identifying areas of strength and areas of need.
- Grade Reporting:
 - For classes that are one semester long, grades will be reported at the end of the semester.
 - For classes that are two semesters long (year-long), grades will be calculated based on the work for the entire year. A first semester grade will be posted. The second semester grade will be determined based on all first semester assessments that were copied over and second semester assessments. The first semester grade will be changed to mirror the semester 2 grade. Essentially, this will give a student a ½ credit for each semester of the same grade.
 - For example -- A student earns a B at the end of the first semester. The grade will be posted as a B to communicate student progress at that point. By the end of second semester, the cumulative grade that the student has earned is an A. The first semester grade will be changed to an A to reflect the learning for the whole year.

Standards-Based Grading Method

The following diagram shows how summative assessment scores (S1, S2, S3, S4) are combined to determine a course grade. There may be more than four summative assessment scores in this course.



Course Standards

Please see the chart below for how grades will be calculated for this course.

Philharmonic Orchestra Overall Grade				
Parent Standards (Weighted average)	Ensemble Skills. (25%)	Technical Skills (25%)	Music Literacy (25%)	Evaluation/ Reflection (25%)
Child Standards (Weighted average)	Reherasal Skills(50%)	Body Format (33%)	Music Notation Decoding and Reading (50%)	Evaluation (100%)
	Aural Skills (50%)	Left-Hand Skills (33%) Right-Hand Skills (33%)	Dynamics/Articulati on/Tempo Vocabulary and Reading (50%)	
Assessments (Average)	All Units	All Units	All Units	All Units

Grade Calculation

The average will be used to combine assessment scores to determine the score for each child standard.
Average will be used to combine child standard scores to determine the score for a parent standard.
Average will be used to combine the scores of the parent standards to determine the overall course grade.

Grade Calculation Terms Defined

	Definition
Average	The scores are added, then divided by the total number of scores.

Standards-Based Grading Scale and GPA Equivalent

The following chart shows how numerical grades will correlate to an overall letter grade for the course.

Letter Grade	Number Grade	GPA Equivalent
A	3.4 - 4.0	4.0
B	2.7 - 3.3	3.0
C	2.0 - 2.6	2.0
D	1.3 - 1.9	1.0
F	0.0 - 1.2	0.0

Grade Field (Assignment Marks)

The following chart shows the numerical value for all assignment scores based on a rubric.

4	Advanced Proficiency
3	Demonstrates Proficiency
2	Approaching Proficiency
0	No evidence

Flags (Assignment Marks)

The following chart shows codes that can be seen to communicate additional information about individual assignments when needed.

Code	What it means	Numerical Value
T	Turned in	No value
L	Late	No value
I	Incomplete	No value
X	Exempt	No value, gray in teacher gradebook, does not appear in portal
Dr	Dropped	Score dropped from calculations
Ch	Cheated	Calculates as a 0

Equity Statement

Diverse students are an asset to our learning environment. Accepting and embracing this diversity provides windows and mirrors for the complex world in which we live. Together, we will honor individual viewpoints and identities (including race, culture, gender, class, sexuality, religion, ability, etc.) as we learn about diverse ideas, perspectives, and experiences. The study of [SUBJECT] has historically focused on privileged voices, but the curriculum of this class will focus on various perspectives, allowing for wider representation.

Each individual brings important elements to the study of [SUBJECT]. To work toward a respectful learning environment, each member of this learning community should:

- Contribute to creating and maintaining an inclusive environment in which all members feel respected.
- Stay engaged. Your words and silence matter and impact community members differently.
- Listen generously and be open to growth and change.
- Enter discussions with care and empathy for other members of the classroom.
- Expect to make mistakes; that's how we learn.

In order to create a brave and inclusive learning environment, I will:

- Address you by your preferred name and/or pronouns. Please share them with me.
- Arrange an alternative meeting time if a class meeting conflicts with a religious holiday.
- Take into consideration circumstances in your life that impact academic performance. I would like to be a resource.
- Recognize the difference between intent and impact. As I strive for inclusivity and the presence of multiple perspectives, please make me aware of discussions, assignments, or assessments that can be improved. I am still learning; your suggestions are encouraged and appreciated.

Spanish:

Equity Statement: Los estudiantes diversos son valiosos y sus opiniones en la clase son importantes para el aprendizaje de los estudiantes en la clase. Poder vernos en las experiencias de otras personas o aprender de otras experiencias nos ayuda a ver el mundo de varias maneras. Juntos respetaremos que aunque no estemos de acuerdo

con las ideas, perspectivas, o experiencias de otras personas podemos respetar las identidades personales (raza, cultura, género, clase social, sexualidad, religión, y habilidad). La clase se enfocará en varias perspectivas para que todas las voces se escuchen.

Cada individuo trae elementos importantes al curso. Para lograr un ambiente respetuoso cada miembro de nuestra clase debe:

- Contribuir a crear un ambiente inclusivo
- Mantenerse activo en el aprendizaje
- Escuchar con el entendimiento que habrá oportunidades para crecer
- Llegar a las discusiones con empatía para sus compañeros de clase
- Cometemos errores y así aprendemos

Para tener un ambiente inclusivo yo haré lo siguiente:

- Llamarte por tu nombre y pronombres preferidos
- Buscar un tiempo alternativo para reunirnos si hay un conflicto religioso con un día de clase
- Considerar momentos individuales que pueden impactar tu resultado académico.