

Music Exploration Syllabus 2023-2024

Contact Info/ About the Teacher:

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Hi folks! I am so excited to have you in my Music Exploration class this year. My name is Tr. Fischer (*Tr.* is short for Teacher). You can also call me Mx. Fischer (pronounced Mix). This is my second year teaching at Hidden River Middle School. I also teach Band, Orchestra, and Percussion. Outside of school, I love to rollerblade, play Minecraft and Stardew Valley, walk my dog, and try new restaurants. I can't wait to get to know you!

Class Expectations:

- We work hard, problem solve, and always do our best
- We respect each other and work to make our community safe and inviting for everyone
- We are responsible and take care of the classroom space

Behavior

When students are not meeting behavioral expectations, the following procedures will be followed:

1. Reminder/ warning
2. Reminder/ warning
3. One-on-one conversation
4. Student calls home during class*
5. Teacher calls/emails home**
6. Referral**

**Students may be asked to call their own parent/guardian during class using the classroom phone. The purpose of these phone calls is to require students to take accountability for their behavior and receive parental support in meeting expectations.*

***Home contact and referrals may be used before the other five steps for high-level behavioral concerns, such as fighting and bullying.*

Supplies and Materials

This course will mostly be conducted through Schoology. Students should expect to bring the following to class every day:

- Charged iPad
- iPad charger
- Pencil or dark-colored pen for written work

Headphones will be provided by the teacher and can be checked out for student use during class. If the headphones become lost or damaged while checked out, the student/ family will be responsible for replacing them.

What Will We Do in This Class?

In Music Exploration, we learn how to listen to, appreciate, and create music in many different contexts.

Unit Name	Dates	Statement of Inquiry	What We'll Explore
Unit 1: Music, Identity, and Discourse	Quarters 1 and 2 <i>September 5th to January 25th</i>	Music is an essential part of life because it allows us to deeply experience the world around us. Talking about music helps us live happier lives.	<ul style="list-style-type: none">• What kind of music you do and don't like• How your culture listens to and understands music• How to talk about music and express your opinions• Musical cultures around the world
Unit 2: Songwriting and Music Production	Quarters 3 and 4 <i>January 29th to June 10th</i>	We are each unique human beings who have a lot to offer the world. Making music allows us to explore and express our identities.	<ul style="list-style-type: none">• How to write your own song lyrics• How to create your own instrumental track• How to use digital music software to edit music• Possible student choice topics such as DJing, rapping, music created for social media, etc...

Assessments and Grading

Students in Music Exploration will engage in regular formative and summative assessment. Formative assessments are smaller, low-impact assessments that help students and teachers understand day-to-day progress in learning. Summative assessments are larger, more significant assessments that assess cumulative student learning over the course of a unit. These assessments are weighted as follows:

Formative Assessments (daily warm-ups/classwork, exit tickets, quizzes, etc.) are worth 30% of each student's final grade and will be assessed out of 2 points (2=complete, 1=partially complete, 0 = missing or blank). Summative Assessments (projects, tests, essays, etc.) are 70% of each student's final grade and will be assessed using the IB MYP grading scale, explained below.

IB teachers assess work using content-specific rubrics to determine students' current **level of achievement** as students demonstrate their abilities. These levels will be reported in Schoology. However, as a school district we still use traditional letter grades. We use the following scale to interpret the IB scores as letter grades:

IB-MYP Grading Scale

IB Achievement Level	8-7 Excellent	6-5 Substantial	4-3 Adequate	2-1 Limited	0
Letter grade	A range	B range	C range	D - N	N
Description of student work	Exceeds standards detailed, thorough, perceptive, effective, and clear	Meets standards considerable, sufficient, and usually/ mostly meets requirements	Reaching standards meets some requirements or meets them sometimes; shows some understanding	Incomplete simple, inconsistent and only begins to or meets few requirements	Below standards/ Missing Student work does not meet any part of the requirements/ standards

Note that achievement at the 5-6 level is considered to be sufficient; students achieving here are meeting class expectations. Achievement at the 7-8 level is difficult, but not impossible. This kind of achievement requires time and energy invested beyond the classroom walls to learn.

Late Work and Resubmissions

HRMS believes that time management is an important skill for students to learn, *and* we understand that many students face challenges that might lead to turning in late work. Achievement levels that students receive (from 0-8) on summative and formative assessments should be a reflection of their knowledge and understanding of the objectives rather than an indication of whether their assignments were submitted on time. No credit will be deducted from late work.

However, students who turn in late work may not receive feedback on formative assessments that will help them improve their achievement. Late work may not be graded as quickly as work submitted on time. Late work will be accepted until 1 calendar week before the final day of the quarter.

Students may resubmit all assignments until 1 calendar week before the final day of each quarter. If students need to retake an exam, they must do so within 1 calendar week of receiving their grade. Exam retakes must be done during Foundations or after school. To schedule an exam retake, students should email Tr. Fischer or tell them in person. Students are not able to redo assessments assigned during the last two calendar weeks of the quarter.

PLEASE DETACH THIS PAGE AND RETURN IT SIGNED BY FRIDAY, AUGUST 8TH.

By signing, families acknowledge that they have read this syllabus with their student and understand course expectations. Families are also asked to complete the short questionnaire below to help me best support each student's academic and socioemotional success.

If your child is in 2 music classes, you only need to complete and return this form once.

Parent/ Guardian 1 First and Last Name: _____

Parent/ Guardian 2 First and Last Name: _____

How do you prefer to be contacted? Circle all that apply.

Parent/guardian 1: Phone Call Text Email

Parent/guardian 2: Phone Call Text Email

Please provide valid contact information below. Please write legibly and be mindful of capital letters and punctuation.

Parent 1 Phone: _____ Parent 2 Phone: _____

Parent 1 Email: _____ Parent 2 Email: _____

If I need to call, when would you prefer to be contacted? (Leave blank if no preference)

If I have a concern about your child's performance in class (academics or behavior), what do you expect from me as your child's teacher?

What expectations do you have for your child while they are at school?

Student signature _____ **Date** _____

Parent/Guardian 1 Signature _____ **Date** _____

Parent/Guardian 2 Signature _____ **Date** _____