

JAMES MADISON HIGH SCHOOL

Orchestra Syllabus

James Madison High School is committed to creating an equitable and culturally responsive school where every student's identity, strengths and talents are appreciated and cultivated.

Our Community Coming Together

As we welcome students back into the building for five days of in-person instruction, our focus this year will be to reestablish relationships and connections across the school community. To accomplish this, Madison staff and the Performing Arts Department are dedicated to focusing on the essential learnings, skills, and competencies that students need in order to be creative and resilient global citizens. The Performing Arts Department has collaborated and will continue to collaborate to create learning opportunities that provide a deeper learning experience for our students.

General Information

- **Contact Information:** Erin Eberly, egeberly@fcps.edu
- **Course Name:** Advanced Orchestra
- **Calendar and Assignment Information:** All due dates for major assignments will be posted in our Schoology course calendar. All grades will be posted in the Student Information System (SIS) and accessible through StudentVue and ParentVue. Students and parents are encouraged to frequently monitor their Schoology calendars and grades in SIS StudentVue to set short and long-term goals.
- **Office Hours:** Upon Request
- **Online Resources:** Course materials and resources can be found in Schoology.

FCPSOn at JMHS

FCPSOn provides equitable access to meaningful learning experiences and technology that supports student learning needs and will prepare them for the demands of the future. Each student will have the opportunity to use a school-issued laptop both at school and home and experience high quality instruction and learning that incorporates digital tools in productive ways. An incredible responsibility comes with a digital transformation. It includes teaching as well as modeling digital citizenship, so our students adopt safe, smart, and responsible online practices. It also means empowering students to make healthy, balanced choices regarding their device usage. FCPSOn reinforces these practices within the learning process and beyond. School-issued devices will be updated and maintained by FCPS.

Materials

Students are expected to bring their assigned laptop each day fully charged. Additionally, it is recommended that students have a pair of earphones or earbuds they can access during the day. We are unable to provide loaners for forgotten laptops, earphones or chargers. Additional course materials for this course include:

- Pencil and eraser
- Instrument and accessories

Grading

- **Grading Timeline:** Grades will be posted within seven school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback.
- **Grading Scales:**
 - Individual assignment grades use the highest number in the 4.0 scale. (i.e., an A = 4.0, A- = 3.7, etc.)
 - Snapshot (quarterly) and end of year (cumulative, calculated) grades will fall within the 4.0 scale. (i.e., A = 3.85, B=2.9)

Learning	Definition	Individual Assignment Marks (Entered by Teacher)	Course Grade Range (Calculated by SIS)
Mastery	Designates the status of a student who consistently demonstrates accurate and complete knowledge of content and skills specified in the FCPS Program of Studies (POS) and applies that knowledge to solve problems in a variety of settings.	A 4.0	A 3.8-4.0
		A- 3.7	A- 3.4-3.7
Approaching Mastery	Designates the status of a student who demonstrates knowledge of content and skills specified in the FCPS POS, with some improvement needed in accuracy and/or consistency in performance, applying that knowledge to solve problems in a variety of settings.	B+ 3.3	B+ 3.1-3.3
		B 3.0	B 2.8-3.0
		B- 2.7	B- 2.4-2.7
Proficient	Designates the status of a student who demonstrates knowledge of basic content and skills specified in the FCPS POS, but requires additional practice and instructional experiences to acquire skills necessary to solve problems.	C+ 2.3	C+ 2.1-2.3
		C 2.0	C 1.8-2.0
		C- 1.7	C- 1.4-1.7
Approaching Proficiency	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the FCPS POS necessary to solve problems. As a final mark, it is not necessarily sufficient to meet the prerequisite requirements	D+ 1.3	D+ 1.1-1.3
		D 1.0	D 0.8-1.0

Not Proficient	Attempted Not Proficient (“ANP”) code in the gradebook designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified in the FCPS POS and requires additional practice and instructional experiences in order to succeed.	ANP .7	F 0.0-0.7
	Not Handed In (“NHI”) code in the gradebook designates the status of a student who has not completed, handed in or attempted assignments. The teacher is unable to determine the level of mastery due to no evidence provided.	NHI 0	

- **SIS Comment Codes:** The following comments will be used in SIS to communicate exemptions, reassessments, and missing work:
 - Absent (ABS) (no point value)
 - Excused from (EXC) the assignment (no point value)
 - Late (LA)
 - Retake grade (RT)
 - Submitted for grading (SFG) used for long-term projects

- **Rolling Gradebook Grading Categories:** There are two categories of grading, summative (70% of overall grade) and formative (30% of overall grade). Summative assessments evaluate a student's level of mastery of essential course skills/content and POG skills at key inflection points and/or endpoints during the course. Formative assessments evaluate a student's progress toward mastery of essential course skills and POG skills.
 - Teachers will use these assessments to:
 - provide ongoing feedback to students
 - identify areas of need and to inform instructional decisions
 - Students will use these assessments to:
 - identify their progress towards mastery and target skills that need more practice
 - Set goals and advocate for their learning

Formative grades will be in the gradebook to communicate progress until there is a summative opportunity to demonstrate mastery. If the summative mark is higher than a student’s formative attempts, the higher mark will replace lower formative attempts. If a student’s summative mark is lower than their formative marks, students will have the opportunity to be reassessed per reassessment guidelines.

This will be true for each unit. Once a unit is completed within the late work guidelines, no formative marks will be replaced.

NOTE: Because students will have multiple opportunities to demonstrate mastery AND Per FCPS policy, James Madison High School does not award extra points/extra credit for any assignments or assessments.

Homework and Independent Practice

To ensure that student homework falls within FCPS regulations, high school teachers will plan for homework not to exceed 30 minutes per class block. Reading assignments are considered part of the homework load. Long-term projects may require additional time. Teachers will adjust daily homework assignments accordingly.

Make-up Work for *Excused Absences*

Students are fully responsible for completing any missed assignments. Each day of absence affords at least one school day of makeup work opportunity. The period of time allowed to make up work may be extended at the discretion of the teacher/team.

Make-up Work for *Unexcused Absences*

Unexcused absences do not mandate course failure. Students may choose to make up work following unexcused absences and teachers may help the student and parent or guardian identify missed work, but teachers are not obligated to provide or grade makeup assignments. Make-up work is encouraged so that students will be prepared for future instruction.

Religious Holiday Observances

In an effort to create safe, identifying space on days reserved for religious and cultural observances, teachers will create ungraded lessons or activities on the observance day that reinforce previously acquired material, engage students in meaningful learning and are not the sole opportunity to engage in lessons or activities presented on that day. The class period following religious and cultural observances, teachers and school staff may schedule new graded assignments or activities that have been announced at least one week prior to that day. No other new graded assignments or activities should be due on those days.

Late Assignments/Assessments

Late work will be accepted to document learning/competency. Students who turn work in late may incur a maximum deduction of a half-letter grade (ex: B+ to B). Due dates can be found in the course calendar in Schoology. Students should communicate with teachers about the need for flexibility regarding specific assignments in advance of due dates. Teachers and students will work together to determine a reasonable extension.

For formative assessments, late work will be accepted with a deduction if submitted by the end of the curricular unit. For summative assessments, late work will be accepted with a deduction up to the end of the curricular unit OR within two weeks after the due date, whichever is later.

If a student continues to have outstanding summative assignments, and parent contact has been made, an "NHI" code (valued at an F) may be entered in the gradebook.

Reassessment/Revisions

- **Eligible Assessments:** CLTs will provide reassessments/revisions for summative assessments. CLTs will provide at least one new opportunity to demonstrate mastery to any student who scores below an A- (3.4) on the 4.0 scale. Revisions or corrective actions may be required by the subject team to access the reassessment. Students and teachers are expected to work collaboratively to initiate the reassessment process.
- **Ineligible Assessments:** Students are not eligible for reassessment at any mandatory performance, including but not limited to all **Concerts, State Assessment, and Auditions.**

Additional Course Considerations :

- **Final Reflection:** There will be no final exam category in the grade book. Additionally, there will be no traditional culminating exam 4th quarter. In lieu of a traditional final exam, each student will participate in either a celebration or presentation of learning where students have the opportunity to reflect on and celebrate the year, or the opportunity to share their Portrait of a Graduate Portfolios.

Honor Code

JMHS Honor Statement: *Learning is about the process, not necessarily the outcome. I made my best individual effort and I have not given nor received any unauthorized assistance on this assignment. All of the work presented is my own.*

- **Infraction process:**
 - Teacher determines that a student may have violated the honor code policy.
 - An administrator will decide if the infraction constitutes an honor code warning or violation.
 - Consequences are given for a violation of the honor code policy.
- **Additional Information:** <https://madisonhs.fcps.edu/about/honor-code>