



# All Band & IB Music Course Syllabus 2020-2021

## Barry Goldwater High School, A+ School of Excellence

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### COURSE DESCRIPTION

At Barry Goldwater, the Wind Ensemble, Concert Band, Jazz Band, and IB Music courses are offered for students to study the fundamentals of music theory, history, instrumental technique, and expressive artistry through music performance. Musicians will be assessed as both an individual soloist as well as a performance ensemble member through a series of summative and formative assessments.

Both Concert Band and Percussion Ensemble are entry-level courses, and are open to any student that plays an instrument used in a traditional wind band setting. The Wind Ensemble is an audition-only course. **In addition to the class, members of Wind Ensemble, Concert Band, Jazz Band, IB Music, and Percussion Ensemble are encouraged to practice and perform with the BGHS Marching Band, known as the "Pride Regiment".**

### GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and also for growth in the student's education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of your student's learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, Arizona Career & College Readiness Standards, and Arizona content standards.

Final course marks ("grades" in a traditional system) are determined by the teachers' professional analysis of your student's most recent and consistent evidence of levels of achievement against those standards based on prescribed exit outcome levels, not by mathematical calculations such as averaging or curving the grade. Valuable feedback on student work may be provided through use of rubrics, on paper, or verbally during instructional time. Quality feedback is clear and timely to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire how levels of achievement for your student are determined by contacting the teacher.

### SUPPLIES LIST

- School provided iPad, fully charged each day
- Agenda/Calendar (available on [www.bghs-bands.org](http://www.bghs-bands.org))
- 3-ring binder with loose leaf ruled paper
- A band instrument in excellent working condition, as well as the accessories as required to play it. If you are using a school instrument, you are responsible for any repairs or loss during your assignment time.
- A pencil (no pens will be used in any music class)
- School-provided Band Music Folder
- Please refer to the 'Materials and Supplies List' to see what you will need to have for maximum participation

## COURSE OUTLINE of Units and Expected Time Frames \*

FALL & SPRING SEMESTER			
UNIT TITLE	KEY & RELATED CONCEPTS	ATL & RELATED DISTRICT ASSESSMENT	EXPECTED TIME FRAME
<b>Band Class Building Blocks</b>	<ul style="list-style-type: none"> <li>• Class Blue-Prints (why/where/when)</li> <li>• Air Conditioning (tone building)</li> <li>• Body Shop (posture/hands)</li> <li>• How It's Made (class structure)</li> </ul>	<ul style="list-style-type: none"> <li>• Organization Skills</li> <li>• Communication</li> <li>• Performance (DVUSD)</li> </ul>	Weeks 1-39
<b>Building the Band Technique</b>	<ul style="list-style-type: none"> <li>• Embouchure &amp; Range Extension</li> <li>• Tone Production &amp; Tuning</li> <li>• Articulation</li> <li>• Note-Reading Fluency</li> <li>• Meters, Rhythm &amp; Counting</li> <li>• Tempo Independence</li> <li>• Key Signatures &amp; Accidentals</li> <li>• Musical Traffic Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Performance (DVUSD)</li> <li>• Thinking &amp; Transfer (IB)</li> <li>• Area &amp; State Concert Festival</li> <li>• Concerts at School</li> <li>• Region / All State Auditions</li> <li>• Solo &amp; Ensemble Study</li> </ul>	Weeks 1-39
<b>Making it Prettier</b>	<ul style="list-style-type: none"> <li>• Balance &amp; Blend</li> <li>• Intonation</li> <li>• Style</li> <li>• Advanced Tone: Vibrato</li> </ul>	<ul style="list-style-type: none"> <li>• Performance (DVUSD)</li> <li>• Thinking &amp; Transfer (IB)</li> <li>• Area &amp; State Concert Festival</li> <li>• Concerts at School</li> <li>• Region / All State Festivals</li> <li>• Solo &amp; Ensemble Festival</li> </ul>	Weeks 1-39
<b>Making It Mean Something</b>	<ul style="list-style-type: none"> <li>• Balance &amp; Blend</li> <li>• Phrasing</li> <li>• Dynamics</li> <li>• Advanced Techniques</li> <li>• History &amp; Genre</li> <li>• Intention &amp; Personal Meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Performance (DVUSD)</li> <li>• Thinking &amp; Transfer (IB)</li> <li>• Collaboration Skills</li> <li>• Communication Skills</li> <li>• Area &amp; State Concert Festival</li> <li>• Concerts at School</li> <li>• Region / All State Festivals</li> <li>• Solo &amp; Ensemble Festival</li> </ul>	Weeks 1-39
<b>Why Music Exists</b>	<ul style="list-style-type: none"> <li>• Musical Eras</li> <li>• Composers</li> <li>• Genres</li> <li>• ME ME HA ME FO STY CO Analysis</li> <li>• Compare &amp; Contrast</li> <li>• Identifying Musical Traits by Ear</li> </ul>	<ul style="list-style-type: none"> <li>• Creative &amp; Critical Thinking</li> <li>• Thinking &amp; Transfer (IB)</li> <li>• Listening &amp; Analysis</li> <li>• IB Musical Links Study</li> <li>• IB Listening Paper Exam</li> <li>• IB Musical Perception Study</li> </ul>	Weeks 1-39
<b>Maintenance</b>	<ul style="list-style-type: none"> <li>• Instrument Quality &amp; Care</li> <li>• Accessory Quality &amp; Care</li> <li>• Practice &amp; Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Performance (DVUSD)</li> <li>• Thinking &amp; Transfer (IB)</li> </ul>	Weeks 1-39
<b>How Do We Know If It's Good?</b>	<ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• Perspective</li> <li>• Evaluating performances</li> <li>• Describing Traits &amp; Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Performance (DVUSD)</li> <li>• Thinking &amp; Transfer (IB)</li> <li>• Creative &amp; Critical Thinking</li> <li>• Assessment (internal/external)</li> <li>• Area &amp; State Concert Festival</li> <li>• Concerts at School</li> </ul>	Weeks 8-39

*\*subject to change at teacher discretion*

### GUARANTEED AND VIABLE CURRICULUM

Barry Goldwater High School students will develop their musical knowledge and performance skills by utilizing analysis, organization, production and language skills in innovative and creative ways. The following rubric demonstrates the skills students will need to gain and demonstrate during the fall and spring semester to achieve both an MYP level of achievement and a BGHS/DVUSD letter grade. The skills will be assessed individually and collectively multiple times throughout the semesters in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability. Please check Power Schools and the BGHS / course website for the Standards, Performance Objectives and Rubrics for grading.

*Some course requirements, such as performances, do not allow an opportunity for a reassessment, as they only happen once. Therefore, it is very important that students participate in performances, and any conflict with a performance needs to be resolved with me immediately.*

## REPORTING TIMELINE

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark or “grade” can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

REPORTING TIMELINE	
FALL SEMESTER “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>	SPRING SEMESTER “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>
<ul style="list-style-type: none"> <li>• August 28<sup>th</sup> - Snapshot</li> <li>• September 18<sup>th</sup> - Snapshot</li> <li>• October 9<sup>th</sup>* - <b>Progress Report</b></li> <li>• October 30<sup>th</sup> - Snapshot</li> <li>• November 20<sup>th</sup> - Snapshot</li> <li>• December 18<sup>th</sup> - Snapshot</li> <li>• January 4<sup>th</sup>* - <b>End of Semester in PowerSchools</b></li> </ul>	<ul style="list-style-type: none"> <li>• January 29<sup>th</sup> - Snapshot</li> <li>• February 19<sup>th</sup> - Snapshot</li> <li>• March 12<sup>th</sup>* - <b>Progress Report</b></li> <li>• April 9<sup>th</sup> - Snapshot</li> <li>• April 30<sup>th</sup> - Snapshot</li> <li>• May 14<sup>th</sup> - Snapshot</li> <li>• May 21<sup>st</sup> - <b>End of Semester in PowerSchools</b></li> </ul>

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

FINAL GRADE DESCRIPTOR (ALL CONTENT AREAS)	POWERSCHOOL FINAL GRADE	
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <b>consistently</b> demonstrated originality and insight and always produces <b>work of high quality</b> .	10	A
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.	9	A
The student demonstrates a <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis, and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.	8	B
The student demonstrates a <b>good, general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis, and evaluation.	7	C
The student demonstrates a <b>limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .	6	D
<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, <b>even with support</b> .	5	F
The student demonstrates <b>minimal</b> achievement in terms of the objectives.	5	F
The student demonstrates <b>no evidence</b> of achievement.	5	F

**The assessment criteria and point values vary for each of the eight disciplines, but all are derived from four core components:**

<b>Knowledge:</b>	<b>Understanding:</b>	<b>Skills:</b>	<b>Attitudes:</b>
Facts that the student should be able to recall to ensure competence in the subject	How the student will be able to interpret, apply or predict aspects of the subject	Shown through tasks that allow the student to apply what has been learned to a new situation	Ways in which the student is changed by the learning experience
<b>Course:</b>	<b>Concert Band 1 &amp; 2, MYP (Fall &amp; Spring Semesters)</b>		
<b>MYP Criterion:</b>	Criterion A: Knowledge and Understanding	Arizona Music Standard: Creating & Performing	
	Criterion B: Application	Arizona Music Standard: Performing	
	Criterion C: Reflection and Evaluation	Arizona Music Standard: Responding	
	Criterion D: Personal Engagement	Arizona Music Standard: Connecting	
<b>Arizona Arts Power Standards:</b>	PERFORMING ENSEMBLES: ARTISTIC PROCESS - CREATING - Organize and develop artistic ideas and work to produce a refined and complete artistic work through composition and improvisation of musical repertoire.		
	PERFORMING ENSEMBLES: ARTISTIC PROCESS - PERFORMING - Perform music of various genres and time periods, alone or with others, with refined and meaningful presentations.		
	PERFORMING ENSEMBLES: FOUNDATIONAL SKILLS - PERFORMING - Develop accomplished and independent instrumental technique: maintaining steady beat; utilizing music symbols; performing key signatures and accidentals fluently; performing independently on contrasting parts at levels 3-5; responding to conducting cues of varied styles, tempos, and meters; performing scales, intervals, and arpeggios in the repertoire; performing with accurate intonation, balance and blend in support of the ensemble; performing literature from memory; utilizing proper technique (posture, hand position, embouchure, and breath); perform dynamics, tempo, articulation and phrasing in the repertoire; and, demonstrating proper care, assembly, and maintenance of instrument.		
	PERFORMANCE ENSEMBLES: ARTISTIC PROCESS - RESPONDING - Perceive and analyze artistic work by demonstrating an understanding of musical elements and utilizing appropriate terminology of varying genres, styles, intentions, and compositional characteristics.		
	PERFORMING ENSEMBLES: ARTISTIC PROCESS - CONNECTING - Synthesize and relate knowledge and personal experiences by identifying and explaining how personal interest is affected by musical intent, knowledge, skills through the creating, performing and responding aspects of music.		
	PERFORMING ENSEMBLES: ARTISTIC PROCESS - CONNECTING - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	PERFORMING ENSEMBLES: FOUNDATIONAL SKILLS - CONNECTING - Distinguishing musical characteristics that influence their preference but also foster an appreciation for the musical art form.		

## COURSE EXPECTATIONS

**TIMELINESS AND ATTENDANCE:** Band is a performance based class; therefore, attendance is mandatory for learning to take place. Many of the projects and performances students work on require a group effort. It is important that each student pull his/her own weight. When a student is absent or tardy, his/her contribution to the final performance is limited. Therefore, it is mandatory that all students are present and on time to each class and rehearsal. **Poor attendance and participation may result in removal from a performance. Performances are the assessment of MYP Criterion and State Standards. If a student does not complete the performance, the student will not have a chance to meet that portion of the class exit outcome, which may result in an incomplete/failing grade for the class.**

**MISSING CLASS AND WORK:** It is the student's responsibility to check for any missed work during absences. If a student is aware of a conflict with performance dates, please notify the teacher immediately. Long term assignments are still due on the assigned due date regardless of absences. The **only** excused absence for a missed performance is illness or family crisis. A phone call to me must be made to ensure the performance for the rest of the group. Please refer to the schedule of band performances and plan student work schedules, medical appointments, family events, etc. around these events. Responsibility to the group is of **utmost importance**. **Performances are the assessment of MYP Criterion and State Standards. If a student does not complete the performance, the student will not have a chance to meet that portion of the class exit outcome, which may result in an incomplete/failing grade for the class.**

**RESPONSIBILITY:** Performing requires discipline of the mind, work habits, and self-control; therefore, students will be expected to maintain a proper attitude of responsibility for their actions. **All students are expected to prepare their music to the best of their ability outside of class.** This is a major responsibility to themselves and their peers.

**WIND ENSEMBLE & IB MUSIC HONOR PERFORMANCE EXPECTATIONS\*\*:** Because the Wind Ensemble and IB Music classes are honors level courses, all students are expected to prepare and **audition for the North Central Regional Honor Festival** in January at Desert Vista HS. In addition to etudes 1-3, students must memorize all 12 major scales and the chromatic scale. The cost of the audition is \$25 per instrument audition. If the student is accepted into the Regional Honor Festival, it is expected that the student fully participates (the participation fee is \$25). Region participants are encouraged to take the All State Audition, which is a \$25 fee. If students make it into the All State program, the participation fee and lodging/transportation fees will be covered by the band program.

A new option for the North Central Region Audition is to participate in the **State Solo & Ensemble Festival**. This event will be in January at Mountain Ridge High School. Music must be selected from the Texas UIL Prescribed Music List. Solo registration will cost \$25 per entry. Ensembles will be \$20-50 based on the ensemble size. Solos or ensembles requiring piano accompaniment will be the responsibility of the performer(s). The Solo & **Ensemble** Festival is the only alternative available to the Regional Audition. Students who decide to sign up for multiple events are expected to plan their time appropriately and give a prepared performance and/or audition.

**\*\*Due to Covid19, this performance expectation may be suspended this year due to social distancing requirements.**

**PERFORMANCE UNIFORMS:** Unless specified by the director, students will be expected to dress in a uniform manner for all performances. This clean look lends the ensembles professionalism and is an aspect that is truly appreciated by audiences and any judges we may encounter at our performances.

**Concert Uniform – Women:** Hair must be neatly styled and tasteful make-up may be used. Jewelry may be worn, but must not draw attention. Shoes need to be plain black, clean, and easy to walk and stand in. Students who wear clothing that is sheer, sleeveless, denim, tight-fitting, short-fitting, too revealing, or has other colors will be asked to change clothing to the required uniform or be pulled from the performance.

- Black dress (knee-length or longer) with black dress shoes and appropriate hosiery **OR**
- Black blouse (must have sleeves) with black skirt (knee-length or longer) with black dress shoes / hosiery **OR**
- Black blouse (must have sleeves) with black dress pants (to the ankle) with black dress shoes / hosiery.

**Concert Uniform – Men:** Hair must be neatly styled and facial hair must be cleanly groomed. Black CALF-LENGTH dress socks need to be worn with clean black dress shoes (marching shoes will work fine). Clothing must be cleaned and ironed. Students who wear wrinkled clothing, denim, athletic shoes, faded, short-sleeved, or have other colors will be asked to change clothing to the required uniform or be pulled from the performance.

- Black long-sleeved dress shirt, plain black tie, black dress pants, black dress socks and black dress shoes,
- In addition, students may also wear a plain black suit vest and/or suit jacket.

**REHEARSALS AND PRACTICE OUTSIDE THE SCHOOL DAY:** When bands play their music well, both performers and listeners are pleased with the results. In order to achieve this, collaboration and precision are required. As stated previously, students are expected to participate in all classes and rehearsals, including sectionals, as well as actively practicing on their own to learn their parts. Rehearsals exist to help ensembles learn how to blend with one another. **Knowing your part will help the ensemble move faster and work more effectively.** If it is evident that a student is not prepared, arrangements will be made to help tutor the student. A student's choice to not meet for tutoring or to prepare the material will result in removal from performances and poorer grade marks.

**REHEARSALS AND SECTIONALS WEEKLY SCHEDULE\*:** The 2020-2021 Barry Goldwater Band Events Calendar is posted on the [www.bghs-bands.org](http://www.bghs-bands.org) website. Please go there to find out about upcoming events. Performance Schedules for trips and concerts will be given out at least 5 days prior to the event. Due to Covid19, many events have been canceled for Fall 2020. Spring 2021 events are currently being assessed and unknown at this time.

**BAND PERFORMANCES:** Students are REQUIRED to participate in several performances as assessments for the class. Please be aware that dates can be added, deleted or changed. Also, a complete, continually updated calendar of BGHS

Band rehearsals and performances is available on the BAND App and [www.bghs-bands.org](http://www.bghs-bands.org). Listed below are the School Concerts, only. Please check your calendars for the remaining REQUIRED events (off-campus and on-campus).

**USING SCHOOL PROPERTY:** Due to Covid 19, the DVUSD has currently restricted the use of locker rooms. To make sure social distancing is maintained at all times, students will not be permitted to use lockers to store instruments or music. Students will need to bring their instruments and music folders to and from school each day. Larger instruments may be stored in the bandroom. Students should not leave their cases in other classrooms or their school locker.

**OTHER COVID-19 CONSIDERATIONS:**

- All students are expected to maintain proper social distancing with in the band room.
- All students must wear a face mask at all times.
- Students are being asked to hand sanitize each time they enter the bandroom.
- Students are not permitted to touch instruments or music other than their own.
- Students are required to use a bell cover or instrument cover during band class to help reduce aerosols.
- Students are not permitted to touch any sneeze guard barriers, nor should they touch music stands or chairs that they are not using.
- The water fountains have been turned off, so please bring water with you to each class if you require.
- Students may be asked to help sanitize seating and music stands for the next class.

CONCERTS	REQUIRED REHEARSAL DATE	REQUIRED PERFORMANCE DATE
<b>Winter Orchestra, Jazz, &amp; Percussion Ensemble Concert</b>	December 9, 2020 2:30-5:50pm Band/Orchestra/Jazz/Percussion	December 9, 2020 Call time for performers: 6:15pm Performance time: 7:00pm
<b>Winter Band Concert</b>	December 11, 2020 2:30-5:30pm Concert Band/Wind Ensemble/BGPR	December 11, 2020 Call time for performers: 6:15pm Performance time: 7:00pm
<b>Spring Concert</b>	February 17, 2021 2:30-5:50 pm Band & Orchestra	February 17, 2021 Call time for performers: 6:15pm Performance time: 7:00pm
<b>Area Concert Festival</b>	DATE TBD Ensembles TBD	DATE TBD Time TBD Location TBD
<b>Feeder Concert (Wind Ens, Orchestra, &amp; Indoor Drumline)</b>	March 25, 2021 4:00-5:30pm Wind Ens, Orch, & Indoor Drumline	March 25, 2021 Call time for performers: 5:30pm (with Middle Schools) Performance Time: 7:00pm
<b>IB MUSICAL LINKS INVESTIGATION IB GROUP PERFORMANCE Deadline</b>	Subject Selection Finalized by January 9 First Assessment Date – February 13	March 19, 2021 - FINAL DRAFT DUE FOR ASSESSMENT April 2, 2021 – Internal Assessment Grade Issued April 2, 2021 – MLI & Group Recordings Submitted to IB
<b>BGHS Fine Arts Festival (Concert Band / Orchestra)</b>	DATE TBD	DATE TBD Call Time for performers: 6:15pm Performance time: 7:00pm
<b>State Concert Festival</b>	DATE TBD Ensembles TBD	DATE TBD Time & Date TBD Chandler Center for the Arts (Chandler HS)
<b>Year-End Concert</b>	May 4, 2021 2:30pm-5:50pm All ensembles	May 4, 2021 Call time for performers: 6:15pm Performance time: 7:00pm
<b>IB MUSIC LISTENING PAPER EXAM</b>	Additional Study Dates in Spring 2021 Dates TBD	May 2021
<b>Graduation Performance</b>	Dates TBD 2:30-5:30 pm	May 21, 2021 @ 12:00 pm Time: 10:00 am – 2:00 pm University of Phoenix Stadium

## CLASS EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions

### What to do immediately upon entering this classroom:

1. Look at the white board to determine learning goals and prepare your workspace.
2. Turn all electronic devices off and place in backpack or pocket\*.
3. Take out your Chromebook and all necessary materials and put backpack away as indicated.
4. Begin bellwork and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

<b>BULLDOG PACK MATRIX</b> 			
	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
<b>PRIDE</b>	<ul style="list-style-type: none"> <li>• Support your peers</li> <li>• Produce work you are proud of</li> <li>• Be actively engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language</li> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Respect school property</li> <li>• Clean up after yourself</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Be on Time</li> <li>• Personal devices away</li> <li>• Ready to Learn</li> </ul>	<ul style="list-style-type: none"> <li>• Move with purpose</li> <li>• Have pass and ID</li> </ul>	<ul style="list-style-type: none"> <li>• Use Restroom Before/After Class or at Lunch</li> <li>• Use for intended purpose</li> </ul>
<b>COURAGE</b>	<ul style="list-style-type: none"> <li>• Stand up for what's right</li> <li>• Try something new</li> </ul>	<ul style="list-style-type: none"> <li>• If you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>• If you see something, say something</li> </ul>
<b>KINDNESS</b>	<ul style="list-style-type: none"> <li>• Treat ALL with Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others space and privacy</li> <li>• Wash hands</li> </ul>

CONSEQUENCES OF POSITIVE CHOICES		
Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive peer relationships
More/ higher level skills	Increased success	Positive relationships with staff
Scholarships, better jobs	Increased respect	Internships and opportunities
CONSEQUENCES OF POOR CHOICES		
Tier	Minor Offences	Major Offences
1st	Restate expectations, Redirect, Task Change, Task change, Seat change, Conference	Referral to Administration Consequences issued in line with student handbook.
2nd	Buddy Teacher w/reflection, Conference, email communication to parent	
3rd	Phone call home, In-person conference w/parent, Thinking center, Detention	
4 <sup>th</sup>	A referral to the administration/office	

## **BGHS ELECTRONICS POLICY**

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide Chromebooks to our students and strive to integrate technology in our lessons. Because our students have access to Chromebooks and school computers they will not need to use cell phones during class time. **We ask students to not access their phones or music devices, etc. during instructional time.** This is an important part of preparing students for college and career. As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use.

BGHS students will use Chromebooks to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1<sup>st</sup> Offense: Teacher will request that the student put technology away and that devices are not to be visible or used during class time. \*

2<sup>nd</sup> Offense: Teacher will apply classroom consequences and document the offense. \*

3<sup>rd</sup> Offense: Teacher will send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

\*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone, parent pick up will be required and a conference with the parent may be requested.*

## **BGHS OUT OF CLASS PASS**

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. Each classroom uses a sign out log and students must have a pass each time they are out of class. Abuse of passes may need to be handled with a parent contact or a conference with administration.

**Barry Goldwater High School Fine Arts  
All Bands & IB Music Course Syllabus 2019-2020  
Acknowledgement Form**

**Please complete and return this form to Mrs. Esparza by Friday, August 14.**

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**Parent/Guardian Printed Name**

**Student Printed Name**

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**Parent/Guardian BEST Phone Number for Contact**

We have read the Band and IB Music Course Syllabus and Rubric. We have read and understand the expectations of our band student. We have received information about the Calendar of Events location, and we are aware that all planned events are subject to change. We are aware that a copy of the syllabus is located on Canvas.

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**Parent/Guardian Signature**

**Student Signature**

**My student is enrolled in:**

**CONCERT BAND**

**WIND ENSEMBLE**

**JAZZ BAND**

**IB MUSIC**