

School: Indian Trail High School & Academy

Teacher's name: John Choi

Room number: 1825

Best time to contact: 2:00 pm M-TH, 1:15 Fri

Phone number: 262-359-8374

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Prerequisite: A placement audition.

Number of credits: 1

Course Description

Chorale and Chorale Honors are the most advanced courses of the choral music program. Students can expect to receive in-depth instruction in the development of their talent through the continuing process of vocal training, ear training, presentation of information regarding the historical periods of music compositions and composers, and through the preparation and performance of the most challenging and highest quality choral music. Performance responsibilities include participation at all concerts, rehearsals, and sectionals; a positive attitude toward development of talents and skills; and responsible preparation of the music. Time outside the normal school day may be required. Honors portfolios are required each semester for those who are enrolled in honors. Honors plan forms and details will be distributed.

Course Standards

This course is aligned with and builds upon the Wisconsin Model Academic Standards. They are available at this web site: <http://dpi.wi.gov/standards>

Lifelong Learning Standards

School Board Policy 6418 outlines the following standards for lifelong learning: knowledgeable learner, complex thinker, effective communicator, self-directed learner, quality producer, and contributing citizen.

Essential Questions/Big Ideas

Why do we sing? Where can we sing? How do we sing well? Why do we use choral scores as we sing? Choral music is a life-long art that can provide rich and varied experiences. Through diligent study of the art of making choral music, the learners will become independent musicians who are able to succeed in any choral music setting. The art of making choral music includes not only the rehearsal and performance of music, but an understanding of the notation, symbols, vocabulary, history, and meaning of music. The literature and concepts we study will be building blocks for future singing ventures beyond the high school setting.

Kenosha Unified School District School Board-Approved Instructional Materials

Ensemble literature is chosen by the instructor from the school's music library, the WSMA festival music list, and national music publishers. It is selected to develop a greater understanding of the district's music standards and to expose students to a wide range of styles, genres, and cultures.

Methods of Assessment

Multiple assessments—both formative and summative—will be used to help students achieve course standards. *Formative assessment* is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve a student’s achievement of intended instructional outcomes. Formative assessments are seldom used as part of a final grade calculation. *Summative assessment* is designed to provide information regarding the level of mastery of the course standards.¹

Examples of formative assessment used in this course: Rehearsal engagement, Test/Quizzes

Examples of summative assessment used in this course: Final exam each semester, Performance Attendance, Honors portfolio (Honors credit only)

Kenosha Unified School District School Board-Approved Grading Scale

| | | | |
|----------------|----------------|----------------|----------------|
| A+=98% to 100% | B+=86% to 89% | C+=76% to 79% | D+=66% to 69% |
| A =93% to 97% | B =83% to 85% | C =73% to 75% | D =63% to 65% |
| A- =90% to 92% | B- =80% to 82% | C- =70% to 72% | D- =60% to 62% |

KUSD School Board Policy on Make-Up Work

Students submitting work up to ten school days late without prior approval may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days without prior approval shall not be accepted for credit, and shall be recorded with a score of zero.

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension, or truancy unless the work is submitted later than agreed-upon deadlines.

Student and Parent Resources

Teacher/Parent Communication

Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received (developed as a parallel to State Statute 118.40(8)(d)3).

Posting of Grades

Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.

¹ Excerpts taken from “Distinguishing Formative Assessment from Other Educational Assessment Labels” by the Council of Chief State School Officers. The article can be viewed at: <http://www.ccsso.org/Documents/FASTLabels.pdf>.