

# Union Park School

*Crystal Casto, ELA: Amy Brice-Nash, Math: Heather Walsh, Social Studies*

## 6th Grade Level Handbook Expectations and Syllabus

Our classroom instruction begins at 8:15am. Students are welcome on campus at 8:00am. The exterior gates lock at 8:15 on the minute, so that staff on duty can begin their job functions in a timely manner.

School Wide [TORO Expectations](#)

School Wide [TORO Expectation Matrix](#)

### Behavioral Expectations

- Classrooms are a place to foster a positive learning environment for students to grow and learn. In order to do this we expect all students to come to class with a respectful attitude and growth mindset. In 6th grade we will follow the school behavior matrix and guidelines to reinforce positive and expected behaviors. If a student has had 3 warnings along with home communication the minor behavior will then be referred to the front office as a major offense. (This is per school wide policy).
- All District Rules will be adhered to at Union Park School. Please refer to the DVUSD Student Rights and Responsibilities Handbook. We believe that students must treat others with the same respect with which they are treated by the adults in our school. We also believe that student's actions, dress, possessions, etc., must not cause a problem for themselves or anyone else.

### Parent Communication

- In 6th grade all parent communication will be through email and or phone calls.
- Every attempt will be made to contact parents to discuss school problems before their child gets home, if at any point you feel there is something you would like to talk about concerning your child please feel free to call or email any day of the week. Responses will be returned during work days and hours of 7am-5pm.
- State academic behavior expectations, in accordance with the new grading and reporting policies: Appropriate academic behaviors are taught, and are an expectation of Union Park. Students are to display the following academic behaviors (From: Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset ~Tom Schimmer):
  - The student has a strong attendance record
  - The student arrives to class on time and prepared to learn
  - The student submits work on time (see Toro Time in syllabus)
  - The student makes up work in a timely manner (see Toro Time in syllabus )
  - The student completes all of the required assignments to the best of their ability (see Toro Time in syllabus )
  - The student follows through on commitments and shows integrity and reliability
  - The student is proactive in resolving conflicts
  - The student is an active participant in the activities related to the lesson



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- The student perseveres through challenging tasks and views initial failures as an opportunity for growth
- The student is able to plan ahead to coordinate the completion of multiple tasks or projects
- Student easily retrieves information and notes from previous lessons
- The student communicates potential challenges to work completion ahead of the pending deadline
- The student sets regular routines for review and study
- The student balances both curricular and extracurricular responsibilities

Please review the school wide [communication protocol](#)

### Field Trips

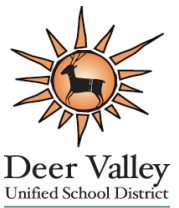
- Field trips will be planned according to alignment to 6th grade content/standards.
- Information about upcoming field trips will be communicated.
- All chaperones must complete the one-time DVUSD Volunteer training course prior to attending the field trip.
- We make every attempt to offer field trips free of charge. However, the trip may cost a small amount depending upon transportation costs and entry fees to the venue.

### Classroom Volunteers

- Currently volunteers on campus are not allowed during the 1st quarter. If this policy changes the 6th grade team will reach out for volunteer opportunities/requests.
- *Volunteerism in any form is greatly appreciated at Union Park School. Deer Valley Unified School District requires all school volunteers to take the DVUSD Volunteer training course offered throughout the year (if you have taken this in previous years, you are all set). Volunteers must set specific dates and times with the teachers. It is imperative to establish an important role for the volunteer without interrupting the learning environment. Parent volunteerism in the classroom during the school-day varies based on need, teachers, and grade levels.*

### Touchbase Pay System and Event Guidelines

- [Touchbase pay system](#)- Any payments for school events, including sports will now be made via the touchbase pay system. Please note that there are no refunds for payments. Students must be at school on the day of the event to be able to participate. Again no refunds will be provided even if your child is unexpectedly absent. Students must also be in compliance with grades and behavior guidelines to participate in the game, program or event.



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### Chromebooks

Students will have 1:1 chromebooks again this year that will be checked out to them through the media center. The chromebook will be their responsibility to maintain just as last year.

6th grade has opted to have chromebooks stay in the classroom. Students will get their chromebooks from their homeroom class 1st period to use throughout the school day. At the end of the day chromebooks will be returned to the classroom to charge overnight. Students will only be using their designated chromebooks and not sharing or swapping. The only exception to this is if students did not finish an assignment and must finish at home. In this scenario we will fill out a check out form and students will be responsible to bring their chromebook back to school the following day and ensure the device is charged overnight and ready to be used for the school day.

**Students are responsible for damage/loss that happens with their device whether at school in their possession, or at home. The district has created a device protection plan parents can opt in to by paying a fee for protection. This MUST BE DONE WITHIN 3 DAYS OF THE DEVICE CHECK OUT. For 6th grade the last day to enroll in this will be Friday August 5th.**

[Click here to see plan details and fees.](#)

[Click here to enroll.](#)

### Academic Expectations and More about Communication

The 6th grade team will upload a weekly newsletter/peek of the week on the 6th grade website indicating a tentative schedule for ALL content areas.

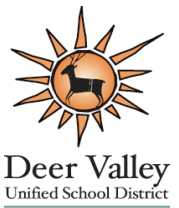
6th grade teachers will be utilizing email for communication (please ensure powerschool info is updated!)

Email will be the preferred method of one to one correspondence as well as phone calls.

- Teacher website
  - Updated weekly
  - By Sunday evening, all weekly updates will be posted in the Peek at the Week on the 6th grade website
  - All events and notes will be posted in that weekly email.
  - We will communicate with weekly emails.
  - Peek of the week is where you will find nightly homework assignments and school events.

### School Communication

- [School website click here](#) and be on the lookout for school smores!



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### PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.

#### Role of PLC

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

**PLC Teams are responsible for collaborating to establish general consistency among the following:**

- Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments.

### HOMEWORK & GRADES

- Research provides strong evidence that, when used appropriately, homework is essential for increasing and reinforcing student learning and achievement for course standards. Homework may be differentiated to meet the needs of our varied learners. The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.
- Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.
- Grades will be equitable, accurate, specific, consistent.
- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct
- The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).



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### 3-8 Grading Scale

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

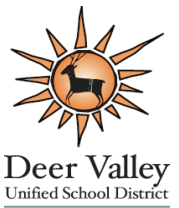
For additional information, the parent may click the blue "show standards" icon to view the proficiency marks for the learning standards associated with the assessment or coursework.

Due Date	Category	Assignment	Flags	Score	%	Grade
09/22/2022	Assignments	Weathering Rates - Gizmos		100/100	100	A
09/16/2022	Assignments	Weathering of Different Rocks Gizmo		90/100	90	A
09/09/2022	Quiz	Land forms Quiz	Click "Show Standards" icon to see standards measured on the assignment.	85/100	85	B
09/12/2022	4.E1.1.6 - Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes. 4.E1.1.6	Scientific Method Quiz		100/100	100	A

### CATEGORIES

All 1st-12th grade teacher gradebooks will utilize the following categories in the gradebook.

- **ASSESSMENT:** This category includes all items used to measure a student's proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.
- **COURSEWORK:** This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, quizzes, exit tickets, checks-for-understanding, and daily activities.
- **PRACTICE:** This category includes formative student work that a student completes while in the process of learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.



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### WEIGHTS

All 1st-12th grade teacher gradebooks will utilize the following weights for each category in the gradebook.

- ASSESSMENT CATEGORY 80%
- COURSEWORK CATEGORY 20%
- PRACTICE CATEGORY 0%

### PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

- Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class
- Students choosing not to complete work, but who are able to do so, will complete work with support during Toro Time.
- In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the grading period.
  - 1st-6th: A 49% will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook.
  - Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work.

### Retake Test

Learning is a journey that is often not linear. Some students learn content and skills quickly while others may require more time or feedback in order to learn. The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student's learning must be conveyed.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show evidence of learning in order to earn a retake opportunity students must:
  - Complete all formative assignments related to the content/skill assessed (no missing work).
  - consult with teacher prior to retake
  - Students will be allowed to complete a retake no later than 10 school days past the day they receive their assessment score. Students will no longer be eligible to retake if it is passed 10 days of receiving their assessment score.

### STUDENTS ROLE IN LEARNING

Students become self-directed in learning about themselves as a learner. They have to analyze their own study habits to figure out what actually works for them, this helps students retain knowledge.



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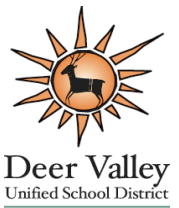
## 6th Grade Level Handbook Expectations and Syllabus

- Work will be given a 49% for missing assignments
- Retakes must be student initiated; parents should acknowledge awareness of retake.
- **No "extra credit" will be given at any time.**

### TORO TIME

Toro Time is a before or after school opportunity for students to maximize their potential success. Learning and completing work at Union Park is required. Toro Time is offered to all students who have not shown proficiency in their current learning progressions or classwork. Toro time will be assigned to students to attend for extra help, assistance, or when a student needs to complete his/her work. Without completing their work, it is hard to know if a student is progressing towards mastering the standards we are teaching in class. We ask for parent support and cooperation in transporting students to or from their assigned Toro Time so that they are not falling behind or simply given the opportunity to opt out of their work.





# Union Park School

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## 6th Grade Level Handbook Expectations and Syllabus

*Heather Walsh*

### Social Studies

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My name is Mrs. Walsh. I'm looking forward to meeting you and learning all about Social Studies and Science. I have 2 masters degrees in education (Educational Leadership and Principalship) and an Ed.S. degree in Educational Leadership. I also have my National Boards Certificate in Early Adolescence/English Language Arts (EA/ELA). This is my 24th year of teaching. I have taught grades K-6 and college. I have taught here in Arizona as well as California and Wisconsin. I have taught several years in 6th grade and have taught all subjects in 6th grade so that I can support you as needed. I have 2 children, ages 15 and 19. My daughter will be attending NAU this fall as a sophomore and my son will be a sophomore at Sandra Day O'Connor. I have been married for 28 years and we have a dog named Maizy. In my free time, I watch Marvel or Star Wars movies. I am a big fan of Disney and call it my second home! Please do not hesitate to contact me with any questions or concerns. I am looking forward to being a Toro and exploring all about Social Studies!

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#### Degrees and Certifications:

- Bachelors in Elementary Education
- Masters in Educational Leadership
- Masters in Principalship
- Ed.S. in Educational Leadership
- NBCT EA/ELA

#### **Contact Information**

**623-445-5800**

[heather.walsh@dvusd.org](mailto:heather.walsh@dvusd.org)

**(623) 445-5800**

Overview of [Social Studies Standards](#) including the high expectations and rigor we provide for our students' learning experiences.

o Resources for parents:

- [DVUSD Social Studies Resources for Parents](#)
- [What is Depth of Knowledge](#)

#### Social Studies

- -Beginnings of human society
- -Early river civilizations
- -World religions
- -Classical civilizations such as Greek, Roman, Persian and Chinese
- -Rise and fall of empires and the impact on the region
- -Growth of trade networks
- -Development of feudal systems in medieval Europe and Japan
- -The Renaissance and the Reformation
- -National holidays and current events throughout the year
- GRAPES (Geography, Religion, Achievement, Politics, Economics, Social Structure)





# Union Park School

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## 6th Grade Level Handbook Expectations and Syllabus

*Crystal Casto*

### ELA

My name is Ms. Casto and I will be your ELA teacher this year. I have my Masters of Educational Leadership from Grand Canyon University. I have been teaching for 10 years now. I have taught 2 years of 1st grade in another district, 7 years ELA and 2 years I have taught Science, Social Studies, and Math. All in 6th grade. I have 2 beautiful children: Damen, age 10, and Aubrey, age 4 who is my wild child. In my free time I like to read, spend time with my kids, and chase my many animals around the house. I am looking forward to an amazing year at **UNION PARK** learning together.

### Standards and Topics

Please take a look at the quarterly plan of topics. I teach one standard at a time to ensure all students are learning at high levels. If you have questions about what each ELA standard is, or District expectations of ELA, please use the links below:

- [DVUSD English Language Arts Resources for Parents](#)
- [What is Depth of Knowledge](#)
- [Arizona State Standards for 6th Grade ELA](#)

**Quarterly Plan \*subject to change depending on standard mastery**

Quarter 1	Quarter 2	Quarter 3	Quarter4
<b>Literature Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• Theme</li> <li>• Summary</li> <li>• Comp/Con Story Elements</li> <li>• Unknown Words</li> <li>• Plot Structure</li> </ul> <b>Informative Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• Central Idea</li> <li>• Summary</li> </ul> <b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Narrative</li> </ul>	<b>Literature Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• Unknown Words</li> </ul> <b>Informative Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• Central Idea</li> <li>• Summary</li> <li>• Key Details</li> <li>• Unknown Words</li> <li>• Plot Structure</li> </ul> <b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Informative</li> </ul>	<b>Literature Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• Theme</li> <li>• Summary</li> <li>• Unknown Words</li> <li>• Plot Structure</li> <li>• POV</li> <li>• Comp/Con different media and genres</li> </ul> <b>Informative Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• POV</li> <li>• Trace Arguments</li> </ul> <b>Writing focus:</b> <ul style="list-style-type: none"> <li>• Argumentative</li> </ul>	<b>Literature Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• Unknown Words</li> </ul> <b>Informative Focus:</b> <ul style="list-style-type: none"> <li>• Citing Evidence</li> <li>• Comp/Con Author's POV</li> <li>• Unknown Words</li> </ul> <b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Narrative</li> </ul>

### Degrees and Certifications:

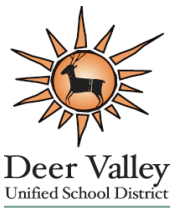
- Bachelors in Elementary Education
- Masters in Educational Leadership
- Highly Qualified Middle School ELA

### Contact Information

623-445-5800

[crystal.casto@dvusd.org](mailto:crystal.casto@dvusd.org)

Room 335



# Union Park School

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## 6th Grade Level Handbook Expectations and Syllabus

**Amy Brice-Nash**

**Math**

My name is Mrs. Brice-Nash and I am the 6th grade Math teacher at Union Park School. I am in my 9th year teaching. I graduated from ASU with my Bachelors in Elementary and Special Education in the Dual Certification Program and received my highly qualified certification to teach middle school math. I am extremely excited for this new year now teaching 6th grade math at Union Park walking into 4 years! In my spare time I enjoy spending time with my husband and 5 and 4 year old daughters. Let's go Toros!

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### Math Curriculum & Standards

In DVUSD we follow the Arizona College and Career ready standards to guide instruction. DVUSD has approved the use of Illustrative Mathematics as the curriculum of choice for 6-8th grade math. This curriculum is hands-on and interactive and also incorporates technology. Students will have printed curriculum binders for each unit as well as access to the curriculum online. Please visit

<https://access.openupresources.org/curricula/our6-8math/en/grade-6/family.html> for family materials.

### Degrees and Certifications:

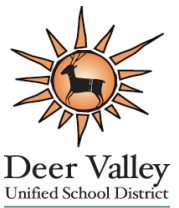
- Bachelors in Elementary Education
- Bachelors in Special Education
- Minor in Family and Human Development
- Highly Qualified Middle School Math Certification (6-8th Grade)

### Contact Information

623-445-5800

[amy.brice-nash@dvusd.org](mailto:amy.brice-nash@dvusd.org)

Room 337



# Union Park School

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## 6th Grade Level Handbook Expectations and Syllabus

### Science

Taught in homeroom from 2:15-3:00 PM

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#### Year at a glance

#### Science

This year we will focus on these 5 units in Science

Unit 1: Energy and Matter (quarter 1)

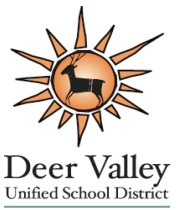
Unit 2: Solar System (quarter 2)

Unit 3: Reason for the season: (Earth's tilt, tides, daylight, constellations, moon phases, etc.-quarter 3)

Unit 4: Ecosystems (quarter 4)

Unit 5: Human Impact on ecosystems (quarter 4)

- Overview of [Science State Standards](#) including the high expectations and rigor we provide for our students' learning experiences.
  - o Resources for parents:
    - o [DVUSD Science Resources for Parents](#)
    - o [What is Depth of Knowledge](#)



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To ensure that this document was read and understood with fidelity please sign to acknowledge that you have read the syllabus with your child and agree with the expectations in the classroom.

If you have any questions please feel free to contact your child's homeroom teacher.

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Student Name (print)

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Date

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Homeroom

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Parent/Guardian Signature

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Date