



Union Park School

Tricia Graham, Principal

Lauren Ghanooni, Assistant Principal

Ms. Haehl's Syllabus



Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are committed to treat parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers is required to maintain a positive learning experience at any school. We believe that your trust in Union Park is required to ensure your child's success.

ABOUT MS. HAEHL

Hello! Welcome! I am Ms. Erika Haehl and this will be my 13th year teaching! This is my 3rd year here at Union Park, the past two years being in 6th grade (So I have had many of your students already:) Before Union Park, I taught at Arrowhead Elementary for 3 years. I also taught in the Washington Elementary School District, at Mountain View Elementary. I have taught Kinder, 5th grade, 6th grade, and 7th grade. I absolutely LOVE ELA and am so excited to be in 8th grade this year and can't wait to start this journey with all of you!

I went to ASU west and graduated with my B.S. in Elementary Education in 2009. In my 7th year of teaching, I decided I wanted to pour more of my focus into my favorite subjects, reading and writing, so I went ahead and took the middle school endorsement test for middle school ELA. In my 9th year of teaching, I pushed myself even further and started the process of becoming a Nationally Board Certification in Early Adolescence (12-14 year old's). I hope to be able to soon say I am an NBCT teacher. I am always going to be a learner first, which I believe is part of why I am good at what I do :)

Outside of teaching, I love to read. This year, I have already read 35 books and plan on reading 60 by the end of the year. I also enjoy writing personal narratives and poetry. We will have a lot of time to do both in my class :) I also spend as much time as I can with my family, especially the littlest ones who call me auntie. I am an avid hiker, traveler and coffee drinker. My favorite color is purple and I am a huge Disney fan.

If you have any questions, please feel free to ask! We are going to have a great year!



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OVERVIEW OF ELA THIS YEAR

Gen ELA:

<p>Quarter 1:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RL.2, RL.3, RL.6, W.3</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study:</p> <p style="padding-left: 40px;"><input type="checkbox"/> The Outsiders</p>	<p>Quarter 2:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RI.2, RI.3, RI.4, RI.5, SL.2, SL.3, W.2</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Hunger Games</p>
<p>Quarter 3:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RL.2, RL.6, RI.6, RL.7 RI.7, SL.5, RI.9 W.1</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Hidden Figures</p>	<p>Quarter 4:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RL.5, RI.8, RL.9, RI.1, W.2</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Anne Frank</p>

Adv ELA:

<p>Quarter 1:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RL.2, RL.3, RL.6, W.3</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study: Fahrenheit 451</p>	<p>Quarter 2:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RI.2, RI.3, RI.4, RI.5, SL.2, SL.3, W.2</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study:</p> <p style="padding-left: 40px;"><input type="checkbox"/> A Midsummer Night's Dream</p>
<p>Quarter 3:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RL.2, RL.6, RI.6, RL.7 RI.7, SL.5, RI.9 W.1</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Animal Farm</p>	<p>Quarter 4:</p> <p><input type="checkbox"/> Standards:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Essential: RL.5, RI.8, RL.9, RI.1, W.2</p> <p style="padding-left: 80px;"><input type="checkbox"/> Supporting year long: RL.1 & RI.1. RL.4 & RI.4</p> <p><input type="checkbox"/> Novel Study:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Anne Frank</p>

Resources for students and parents: (PLEASE FEEL FREE TO ADD YOUR OWN)

- [DVUSD English Language Arts Resources for Parents](#)
- [What is Depth of Knowledge \(DOK\)?](#)

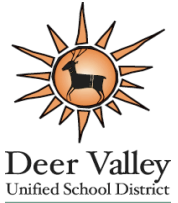


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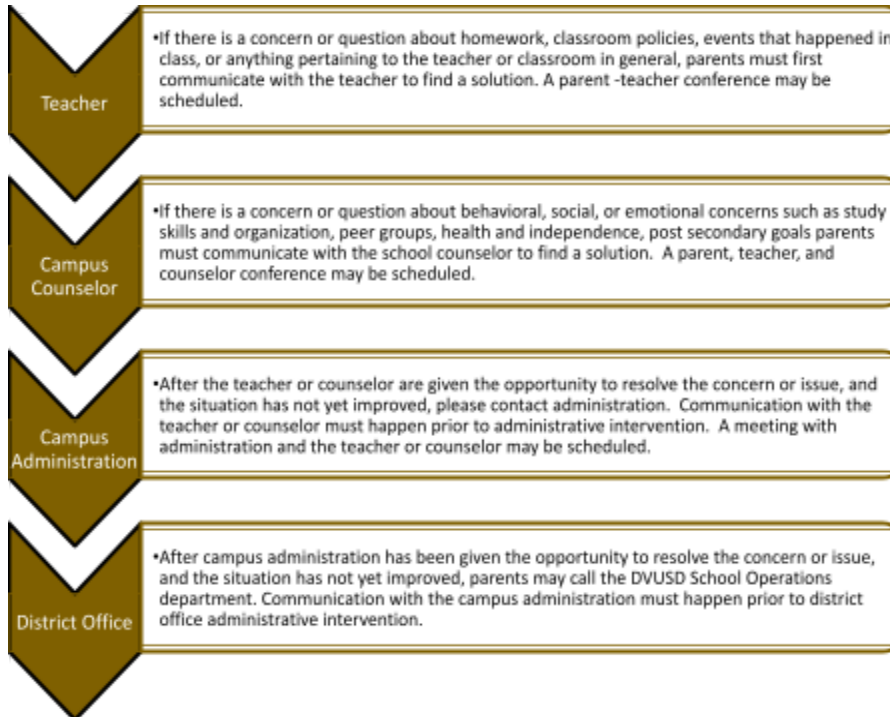
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COMMUNICATION

- **Protocol for concerns**



- School-wide Communication
 - [Union Park School Website](#)
 - Frequent Smores via social media, email, and texts
- Teacher Communication
 - Teacher website: Updated weekly with assignments of the week
 - Schedules
 - Expectations
 - Important dates
- Contact Details
 - Best way to get into contact with me:
 - erika.haehl@dvusd.org
 - ***Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.***



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- o *Union Park has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. I will respond to emails/class dojos/remind/groupme Monday through Friday from 7:00am to 8:30am and again from 3:30-5:00pm.*

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

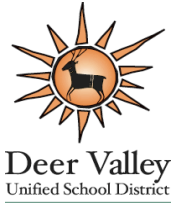
- *Research provides strong evidence that, when used appropriately, homework is essential for increasing and reinforcing student learning and achievement for course standards. Homework may be differentiated to meet the needs of our varied learners. The intent of homework is to practice, extend learning, 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*



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- *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](#).*

****Union Park School was one of the ten schools in DVUSD who piloted the new grading system during the 2021-2022 school year. We will continue with a Standards Based Mindset while grading for the 2022-2023 school year with the revised Transition Plan as directed by the DVUSD Governing Board. Additional information regarding Standards Based Mindset for grading transition plan can be found [here](#).**

7-8 Grading Scale

A	Evidence indicates a high level of proficiency of the learning standards
B	Evidence indicates proficiency of the learning standards
C	Evidence indicates partial proficiency of the learning standards
D	Evidence indicates minimal proficiency of the learning standards - NO CREDIT
F	No evidence of proficiency of the learning standards - NO CREDIT

WHY STANDARDS BASED GRADING?:

Parents:

- Progress reports are less mysterious and have more meaning
- Parents are aware of exactly what their child knows, is able to do, and next steps for progress
- Parents know in what areas their child needs more support
- Parents are empowered to increase their child's confidence and help their student set goals



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Students:

- Learning targets are clearly defined and aligned with state standards.
- Students are offered multiple opportunities and ways through which to demonstrate proficiency
- Students monitor their own progress toward the achievement of specified targets
- Specific feedback on progress helps build self-esteem, pride, and motivation

Teachers:

- Teachers know exactly where students stand in their progress toward learning targets and what support needs to be provided
- Teachers of the same courses have aligned expectations and standards
- Assessment results help teachers determine when students need extra help and when they need more challenging work

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

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, I 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.***
 - ***7th & 8th: An "F" 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.***

REASSESSMENTS

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.
- Final assessments or end of term capstone projects and performance assessments will not be eligible for retakes.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show evidence of learning and applying the teacher's feedback in order to earn a reassessment opportunity.



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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.

- Incomplete formative assignments will be identified as a 0 (7th/8th) or 1 and be indicated as missing in the grade book.
- Retakes must be student initiated; parents should acknowledge awareness of retake. Reassessments will be permitted following proof of practice and relearning, per teacher discretion.
- Retakes and late work must be submitted within two weeks of the date of the original assessment.
- **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.

GRADE BOOK

Progress on or acquisition of learning progressions (i.e. work and assignments based on the activities and prerequisite skills needed to master the standard) and assessments or projects that measure the specific state standards. Assignments will be listed as each learning progression or activity as well as the specific state standard. Our grading practices measure proficiency at their grade level of instruction. The grading ceiling is in alignment with the standard. For example, if the standard is at the application level, that becomes the grading ceiling for that standard. Grades at Union Park will not represent behaviors, such as turning in work on time or choosing not to do it at all (which is no longer acceptable). We focus on quality rather than completion and proficiency versus behavioral attributes for work completion. However, students will be held accountable for appropriate academic behaviors. Therefore, missing work will need to be made up in a timely manner (See Toro Time).

Using the grading scales shared earlier, checking PowerSchool regularly, and consistently communicating with teachers are all ways to understand how your child(ren) is progressing and learning each skill and standard required at their grade level.