

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

SPANISH

2024-2025

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 Señorita Molina:

¡Hola! Yo soy la Señorita Molina and I am so excited to be back as Union Park's Spanish teacher. I am fortunate enough to work alongside so many other teachers and administrators here whose goal is to ensure all of our students are successful in all areas. I am beyond thrilled for another fun year of working with all of my students as we embark on a journey together to learn a new language!

A little about me, I am a graduate from the University of Arizona where I was able to obtain my Bachelor of Arts in Elementary Education and a minor in Spanish. My time in

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

Tucson was amazing but I decided to move back to Phoenix in order to be with my family. In my free time, I enjoy spending time with my family (especially my 6-year-old godson Gracen), hanging out with my friends, traveling to new places, catching up on my favorite Netflix shows and trying out new places to eat!

Please feel free to contact me via email or by phone for any of your questions or concerns. I will remain at school one hour after school to respond to emails and answer phone calls. If you need to schedule an appointment to best fit your needs, please contact me. I will be here to aid in any way I can to ensure we all learn and grow together.

Here's to another fun year in Spanish Toros!

Contact details:

- ***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.***
- ***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 Monday through Friday from 7:00am to 8:30am and again from 3:30-5:00pm.***

Email: claudia.molina@dvusd.org

Phone: 623-445-5800 ext.55884

Classroom number: Rm # 501

Course Overview:

Goal: To expose students to the experience of learning Spanish using a variety of methods to develop, reinforce, and refine proficiency in listening, speaking, reading, and writing. Gain a basic understanding and appreciation of the diversity of cultures in the Spanish-speaking world.

K-3: Students will be able to learn basic vocabulary and sentence structures typically used in conversations related to specific themes.

4-6: Students will be able to learn basic Spanish grammar. They will be graded based on their Writing,

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

Reading, Listening, and Speaking skills.

7th-8th: Students in both grades will continue to learn Spanish as an elective class. They will be the equivalent of taking Spanish 1-2. They work year round on classroom activities that provide them with practice in interpreting, expressing, and negotiating meaning through extensive and frequent peer interactions.

8th graders will be given the chance to be tested for a high school credit at the end of the school year and the class will count towards their high school GPA.

K-6th:

Unit 1: ¡Mucho gusto!

I will be able to:

- Ask for and give names
- Greet and say goodbye
- Count to twenty
- Recognize cognates (4th-6th)
- Spanish speaking countries
- Say the alphabet and spell words
- Ask and tell how someone is feeling
- State the days of the week and months

Unit 2: ¡Al colegio!

I will be able to:

- Talk about objects in the classroom
- Use “the” in Spanish with nouns
- Identify different core subjects
 - Matemáticas, ciencias, arte, música, educación física, ciencias sociales, etc.
- Talk about colors and clothing (using tener)
- Use subject pronouns
- Discuss seasons and basic weather

Unit 3: ¡En la ciudad!

I will be able to:

- Talk about places in my community
- Ask and answer questions (interrogative words)
- Modes of transportation (carro, autobus escolar, a pie, bicicleta)
- Use voy and vamos
- Identify what I like to eat at the restaurant

Unit 4: La Familia y Los Amigos

I will be able to:

- Talk about family and relationships
- Use the possessive adjective “mi”
- Use estar to talk about emotions and conditions
- Talk about activities people like and don't like to do

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

- Describe friends and family

7th & 8th: ¡Que Chevere!

Semester 1 Units

- *Unidad 1- ¡Mucho gusto!*
- *Unidad 2- ¡Al colegio!*
- *Unidad 3- ¡En la ciudad!*

Semester 2 Units

- *Unidad 4-La familia y amigos*
- *Unidad 6-Mi casa es su casa*
- *Unidad 7- las diversiones de todo el año.*

Behavioral Expectations:

School Wide: *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.*

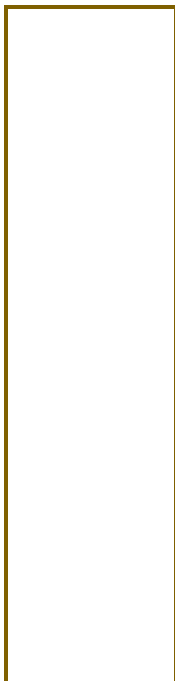
Communication:

Stakeholder communication plays an important role in the success of a school. Solutions are best found at the level closest to the issue or concern. As such, we have adopted the following protocol. See below the *Communication Protocol flow chart*.

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal



Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

Grades:

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

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

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

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Describe the expectation that all students will complete all learning requirements

- 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 "1" 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.***
 - ***7th & 8th: A "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.

DVUSD Grading Guidelines

The following list contains research-proven techniques that help students obtain mastery in their learning and as such, these are the recommended guidelines when managing grades in the classroom.

- Final grades for a school year are to be maintained in the student's cumulative permanent record.
- Formative and diagnostic instruments, such as Universal Screeners and running records, are not to be taken for a grade.
- Homework should not be weighted more than 5% of the overall grade.
- Students should have every possible opportunity for demonstrating mastery of the curriculum by providing new assignments for a grade through the end of the grading period (within reason).
- Grades for retaught concepts shall replace the original grade (not an average).
- Grades shall not be recorded on introductory skills. Grades are to be an evaluation of academic standards and content mastery.
- Citizenship (conduct) grades are to be an evaluation of a student's attitude and behavior. It should not change the grade in the academic area. **State law requires that academic grades are a reflection of relative content mastery (§15-342, §15-521, §15-701).** Behaviors such as turning in work late, not writing name on paper, or other academic behavior concerns should be reflected in the citizenship (conduct) grade, as with other concerns of this nature. Students with repeated problems may require a behavioral intervention.
- Students are not to receive an academic grade or bonus points for bringing classroom supplies,

Union Park School

Lauren Ghanooni, Principal

Max Wood, Assistant Principal

school or district paperwork, etc. In addition, students are not to be academically penalized for not bringing in classroom supplies, school or district paperwork, etc.

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.

To Sum it Up

- Retakes must be student initiated; parent should acknowledge awareness of retake. Multiple 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.
- Practice (formerly homework) will be used to provide feedback
- **No “extra credit” will be given at any time.**
- Progress reports will be sent home for students halfway through the quarter