



# 2025 - 2026 Union Park School

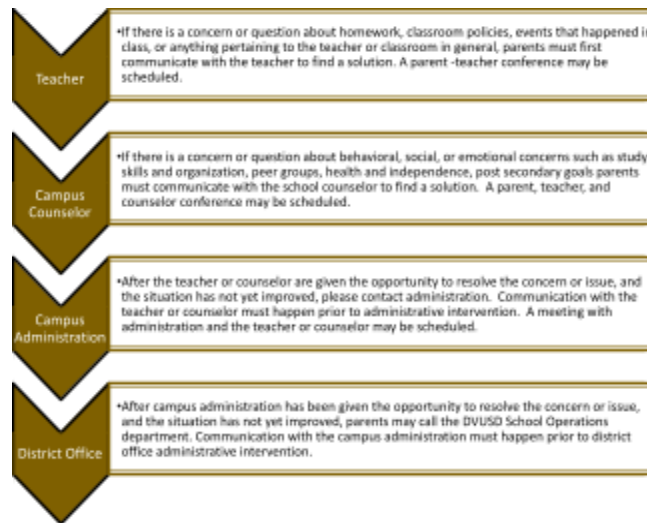
## 6th Grade Level Handbook Expectations and Syllabus



Classroom instruction begins promptly at 8:15 AM. Students may arrive on campus starting at 8:00 AM and should go directly to the playground with all their belongings until 8:10 AM. Please note: the exterior gates lock exactly at 8:15 AM so staff can transition to their assigned duties on time.

### District Communication Protocol:

If a child's safety or school-wide safety is a concern, please contact the front office or a staff member immediately. Administration works diligently to ensure the safety of all students. Please schedule specific times to meet with your child's teacher, as he or she needs time to communicate effectively. Teachers often have professional duties directly before and after school hours. Please follow the [communication protocol](#) when issues or concerns arise. See Student Rights and Responsibilities for a complete guide on problem solving on **page 9**.



### Parent-Teacher communication:

Parents are encouraged to check their student's **PowerSchool** account frequently using their parent login. If you ever have any questions or concerns, please feel free to email the appropriate teacher. The Union Park policy is that teachers will respond to any communications within 24 hours. Please keep in mind that teachers will be responding between the hours of 7:30 AM and 3:30 PM weekdays. Teachers are not expected to respond during the weekends or weekday holidays when school is not in session. Make sure you subscribe to the [School-Wide](#) Smore for up-to-date information.

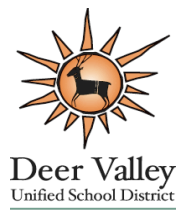
<p><b>Heather Walsh</b>  <b>6th Grade Sci &amp; Soc. St</b>          623-445-5887  <a href="mailto:Heather.Walsh@dvusd.org">Heather.Walsh@dvusd.org</a></p>	<p><b>Crystal Casto</b>  <b>6th ELA &amp; SAGE</b>          623-445-5888  <a href="mailto:crystal.casto@dvusd.org">crystal.casto@dvusd.org</a></p>	<p><b>Gary Bacskay</b>  <b>6th Math</b>          623-445-5886  <a href="mailto:Gary.bacskay@dvusd.org">Gary.bacskay@dvusd.org</a></p>	<p><b>Irene Camarasa</b>  <b>6th Spanish Immersion</b>          623-445-5884  <a href="mailto:Irene.Comez-Camarasa@dvusd.org">Irene.Comez-Camarasa@dvusd.org</a></p>
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Check out the 6th Grade website regularly to see up-to-date Weekly Topics and important dates on the [Peek of the Week](#). (If the content is not updated, please reach out to that teacher directly for questions and clarifications.)



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### **Parent-Teacher Conferences will be held the weeks of October 6th, 2025, and February 9th, 2026:**

More information will be provided to you on how to sign up for a conference closer to conference times. You may also make an appointment anytime to meet with your child's teacher through the contact information above.

### **PowerSchool**

This online tool allows students (and parents) to consistently monitor learning progressions and assessments. Parents have access to PowerSchools with their login information, which can be obtained from the front office. With this login information, you can set up alerts to send notifications when your child's grade changes. Grades are typically updated within a week for standard assignments-longer for projects. Report cards will not be sent home after each grading period, **except** 4<sup>th</sup> quarter:

- 1<sup>st</sup> Quarter- October 10, 2025
- 2<sup>nd</sup> Quarter-December 19, 2025
- 3<sup>rd</sup> Quarter- March 13, 2026
- 4<sup>th</sup> Quarter – May 21, 2026

### **Canvas**

Deer Valley Unified School District uses the Canvas platform as our Learning Management System, and as such, students will find lessons and assignments posted in modules. Also, many assignments will be turned in through Canvas, and it is also how teachers will primarily communicate with students (check grade-level syllabus for grade-specific communication preferences). Parents have the option to "follow" their student on Canvas so that they can monitor the work that is being assigned. To learn more about Canvas and how to use it, please visit [here](#).

### **Grading**

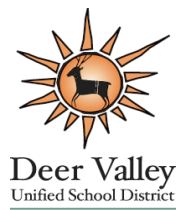
Students in 3rd through 12th grades will receive marks for their overall performance in each course of study using the following letter grade scale. Overall course grades for students in grades 3-12 will be calculated from the average of the student's assignment scores\* (assessments, coursework).

- A** = 90-100%
- B** = 80-89%
- C** = 70-79%
- D** = 60-69%
- F** = 0-59%

Grades of "D" and above are passing marks. A course grade of "F" indicates that the student has failed the course.

Students in 3rd through 12th grades will receive marks for their proficiency towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

- 4** = Highly Proficient
- 3** = Proficient
- 2** = Partially Proficient
- 1** = Minimally Proficient



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\*For graded work in the Assessment Category, teachers will enter the proficiency marks for each standard measured and use the following guide to assign a score to the assignment. Parents will see the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal. Gradebooks will be set to utilize the following weights for each category.

**ASSESSMENT:** 80%  
**COURSEWORK:** 20%  
**PRACTICE:** 0%

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%						

\*Students with an IEP or 504 plan will receive no more than a 10-day extension on assignments. If additional time is needed due to extenuating circumstances, arrangements must be made with the Service Coordinator before the assignment due date.

### Late/Missing Work

If an assignment is missing, the grade will be marked as 'missing' in PowerSchools, and a 49% will be entered for the grade, with No Evidence (NE) entered for the standards attached to the assignment. Students will be allowed to work with their teacher to turn that assignment in for full credit up to **10 school days after the due date** of the unit/summative assessment, at which point the grade would stay at 49%. If a student meets the criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade earned). The teacher will mark the student's assignment with the "Late" code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.

For **late work to be accepted**, students must meet the following parameters:

- The assignment is not due within the class period (in-class learning, such as an exit ticket)
- The assignment is not a timed activity (such as a Quick Write)
- Assignment is not a Long-Term assignment (anything that is due 5 days or more after it is assigned, such as an essay, book report, or project).
- The assignment is turned in within the following time frame: 3rd- 8th Grades: within 5 days of the end of a unit or project.

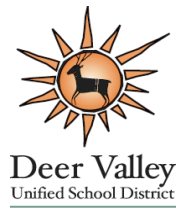
### Reassessment

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.



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If a student does poorly on an assessment, they will be allowed to retake the assessment for full credit up to 10 school days after the assessment, provided that they follow the teacher's feedback and demonstrate new learning. The assessment may not be the same as the original assessment or even in the same form, but it will still address the same content. Students must make a reassessment plan with the teacher **BEFORE** a retake can be completed. Students must not have any missing assignments within the unit to be eligible for a reassessment.

### **Absent Work**

DVUSD Grading policy states that students will have one day for every day they are absent to make up their work. **This policy does not apply to suspensions, as they should be contacting teachers and completing work while out.** It is the student's responsibility to contact their teachers to see what they missed and how to catch up. COVID-related protocols are no longer in effect for medically excused absences. As a result, teachers are not required to, but may, provide assignments in advance or during absences due to illness, excused absences, or unexcused absences. Learning in the classroom is dynamic and responsive. Teachers regularly adjust lessons based on students' needs, and instruction may vary from one class period to another to ensure all students receive meaningful and targeted support. This policy includes extended vacation time during the school year. Long-term absences will be handled on an individual basis. For planned absences longer than three days (not related to illness), please contact your child's teachers at least one week in advance to arrange any work that can be sent home.

Many teachers use Canvas to share lesson materials, announcements, or optional enrichment activities. Students and families are always encouraged to explore district-approved platforms such as Khan Academy, Magma Math, and CommonLit if they wish to stay engaged during an absence, planned or unplanned.

### **Homework**

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. Homework is intended to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their lifelong educational journeys. 6th grade values a strong school-to-home life balance by minimizing homework whenever possible. However, unfinished classwork or long-term projects may need to be completed at home. Teachers will clearly communicate which assignments require work outside of class.

### **Cheating**

If a student chooses to cheat on an assignment, they will initially receive a '0' for the assignment but will have the opportunity to do a make-up assignment for full credit. Even though they will not lose credit for the assignment, they will still be disciplined through the Union Park Discipline Matrix for this behavior choice.

### **Generative Artificial Intelligence Tools in Grades K-8**

After careful consideration and in alignment with the developmental needs of our students and the Children's Online Privacy Protection Act (COPPA), DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is not suitable for students in grades



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K-8 (under 13 years of age) and will not be utilized or endorsed in academic contexts. Artificial intelligence is a tool that *may be used with teacher supervision* during certain assignments. Students who are suspected of using AI without teacher permission will be asked to show proof of work or asked to complete the assignment on paper

### Students' role in learning

Students become self-directed in learning about themselves as learners. They have to analyze their study habits to figure out what works for them, which helps students retain knowledge. Appropriate academic behaviors are taught and are an expectation of Union Park. Students are to display the following academic behaviors:

- Be on time and prepared for learning
- Complete class work and additional assignments on time
- Students are expected to communicate potential challenges to work completion ahead of the deadline
- Students understand the following items are non-negotiable and align with the District's PRAG:
  - Work will be given a 49% for missing assignments
  - Retakes must be student-initiated; parents should acknowledge awareness of the retake
  - No "extra credit" will be given at any time.

### Behavior Policy

Students are expected to positively contribute to the school learning environment. The rules and discipline procedures are based on the Deer Valley Unified School District's Rights and Responsibilities Handbook. We will be using the Deer Valley Unified School District Social-Emotional

Each teacher will determine consequences for inappropriate behavior within the classroom according to the classroom policy and the circumstances. Either a serious or repeated infraction may result in a detention. Please make sure to go over the TOROS expectations behavior matrix thoroughly with your child.

TOROS Expectations	All Settings	Classrooms	Bathroom	Playground	Cafeteria	Transitions	Digital Spaces
<b>Teamwork Matters</b>	-We do not cause problems for ourselves or others -Value the learning of others	-Work positively with others -Listen to and support others	-Clean any spills -Quietly and quickly use the restroom	-Include everyone -Take turns -Share ideas -Collaborate with old and new friends	-Clean up -Raise our hands to ask permission to get up	-Model positive behavior -Be helpful	-Collaborate appropriately on classwork -Provide positive assistance
<b>Own Our Learning &amp; Actions</b>	-Follow directions from adults -Be prepared and ready to learn in all situations	-Follow the teacher's directions -Demonstrate diligence -Lead by example	-Leave the bathroom clean -Use a pass -Sign in/out of class to use the restroom	-Make friends -Be responsible for our actions -Be a positive role model	-Listen to all adults -Use appropriate language	-Appreciate the bulletin boards and posters -Use appropriate language	-Use technology as intended -Stay on approved sites -Engage in positive interactions
<b>Respect One Another</b>	-Show compassion for others -Respect school grounds -Care for others	-Follow the class mission -Always use kind words	-Respect the privacy of others -Respect the facilities	-Be a problem solver -Use kind words -Play nicely	-Use inside, respectful voices -Model respectful behavior with others -Respect all people	-Respect school property -Respect others' personal space	-NO cyber bullying when online, treat others kindly -Keep hands off other people's devices
<b>Optimize Opportunities for Growth</b>	-Always do our best -Reflect and find strengths and ways to improve	-Persevere (keep trying) -Participate -Complete work on time -Be courageous	-We do not cause problems for ourselves or others -Wash our hands	-Listen to adults -Listen for the whistle	-Use manners -We only eat our own food	-Demonstrate positive virtues -Walk quietly -Be on time and prepared for class	-Communicate needs to the teacher -Stay on task -Promote honest behaviors
<b>Safety Always</b>	-Clean up trash if we see it -Be aware of others -Notify an adult of an unsafe situation	-Keep hands/feet to ourselves -Keep our area clean -Walk in all areas	-Report damages or messes -Electronic devices are left in classrooms	-Keep hands/feet to selves -Use equipment wisely -Stay in designated areas	-Stay Seated -Keep hands/ feet to selves -Walk in and out of the cafeteria in an orderly fashion	-Walk on campus -Stay on the sidewalks -Walk takes on campus -Stay to our right	-Secure devices appropriately -Use your device only (not anyone else's) -Do not share passwords

**Teacher Managed (Minor)**

- Inappropriate language
- Physical contact
- Defiance/Insubordination/Non-compliance
- Disrespect
- Disruption
- Dress Code
- Technology Use
- Violation
- Property Misuse
- Tardy

Consequences are determined by staff.

**Administrator Managed (Major)**

- Abusive/inappropriate language
- Fighting
- Physical Aggression
- Harassment/Intimidation
- Inappropriate Display of Affection
- Vandalism/Property Destruction
- Lying/Cheating
- Truancy
- Technology Violation
- Dress Code
- Theft
- Repeated minors
- Arson
- Weapons
- Tobacco
- Alcohol/Drugs

Consequences determined by administrators.

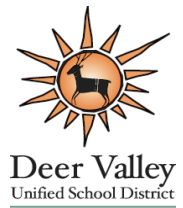
### Positive Reinforcement

Toro Tickets are awarded to students who go above and beyond to demonstrate school spirit and character traits. These tickets will be documented on the PBIS website for drawings throughout the year to win prizes and gift cards. Students may use their TORO tickets to purchase items/experiences from the grade-level store.



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### **Field Trips and End of Quarter Activities**

Field trips will be planned according to alignment with 6th-grade content/standards. Information about upcoming field trips will be communicated. All chaperones must complete the one-time DVUSD Volunteer training course before attending the field trip. Not all parents are guaranteed a chaperone spot, as many field trips have limits. Parent/guardian volunteers for end-of-quarter activities also need to be volunteer-trained. Students must follow Union Park Behavior Expectations and have a signed 6th-grade behavior contract on file to participate in either. Field trips and end-of-quarter activities are privileges that can be removed if not followed by the behavior contract. Payment will not be reimbursed if a student becomes ineligible due to behavior.

### **Classroom Volunteers**

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 comply with grades and behavior guidelines to participate in the game, program, or event.

### **Chromebooks**

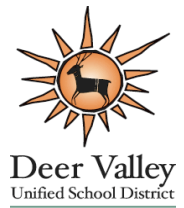
Students are responsible for bringing their assigned Chromebook to and from school each day. Chromebooks must also be fully charged before arriving at school. If a student forgets to charge their Chromebook, they may use the classroom charger; however, after the third occurrence, a minor infraction will be issued for not being prepared for class. Loaner Chromebooks are available when necessary, but if a student repeatedly leaves their Chromebook at home, parents/guardians will be contacted and asked to bring the Chromebook to school.

Additionally, if a student tampers with another student's Chromebook, such as shutting off the screen, flipping the display, enabling narration, or making other unauthorized changes, they will receive a minor infraction for each occurrence, with or without prior warning.

Students are responsible for any damage to or loss of their Chromebook, whether it occurs at school, at home, or while in their possession. The district offers a Device Protection Plan that parents/guardians can opt into by paying a protection fee. Enrollment in the plan must be completed within **three days of checking out the device**. For 6th grade, the last day to



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enroll in this will be Wednesday, August 6, 2025.

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

## Eating in Classrooms

We expect our students to take pride in our campus. There will be **no snacks** in the classrooms or hallways unless given teacher permission per classroom. Students are only allowed to **drink water** while in the classrooms. Energy drinks and gum are not permitted on campus. Food/drink sharing is not allowed in any learning environment, even during their assigned lunch time in the Cafeteria.

## Extra-Curricular and Sports

Extra-curricular activities are offered to 7th and 8th graders first, unless specified. Spots will open for 6th graders on an as-needed basis, based on numbers. All interested athletes need to complete the required physical and Student-Athlete Forms **BEFORE** they are eligible to try out.

- |                           |                           |  |
|---------------------------|---------------------------|--|
| • Boys & Girls Volleyball | • Boys & Girls Basketball | • National Junior Honor Society        |
| • Cross Country           | • Softball                | • Student Council (7th-8th, & 4th-6th) |
| • Spiritline              | • Baseball                | • Band                                 |

## PROFESSIONAL LEARNING COMMUNITIES (PLCs)

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.

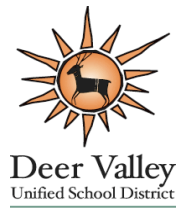
### Role of PLC

A professional learning community is a group of educators who meet regularly and work collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLCs are:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond if some students do not learn?
4. 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 are 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.



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### **Bullying**

Bullying can be repeated pushing, shoving, hitting, and spitting, as well as name-calling, picking on, making fun of, laughing at, and excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as “kids being kids,” “just teasing,” or any other rationalization. The victim is never responsible for being a target of bullying.

Rude = Inadvertently saying or doing something that hurts someone else.

Mean = Purposefully saying or doing something to hurt someone once (or inconsistently).

Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

### **Anti-Bullying Pledge**

- We, the students of Union Park School, agree to join together to stamp out bullying at our school.
- We believe that everybody should enjoy our school equally and feel safe, secure, and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion, and nationality.

By signing this pledge, we, the students, agree to:

1. Value students' differences and treat others with respect
2. Do not become involved in bullying instances or be a bully
3. Be aware of the school's policies and support system concerning bullying.
4. Report honestly and immediately all incidents of bullying to a faculty member
5. Be alert in places around the school where there is less adult supervision, such as bathrooms, corridors, and stairwells.
6. Support students who have been or are subject to bullying
7. Talk to teachers and parents about concerns and issues regarding bullying
8. Work with other students and faculty to help the school deal with bullying effectively
9. Encourage teachers to discuss bullying issues in the classroom
10. Provide a good role model for younger students and support them if bullying occurs.
11. Participate fully and contribute to assemblies dealing with bullying.

I acknowledge that, whether I am being a bully or see someone being bullied, if I don't report or stop the bullying, I am just as guilty

Print name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Handbook Acknowledgement**

By signing below, you acknowledge you have read the Union Park Middle School Handbook with your student and understand the procedures and expectations for the school year.

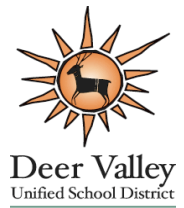
Parent/Guardian (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student: As a student attending Union Park, you understand what is expected of you and what your responsibilities are as stated in the handbook.

Student Name (print) \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_



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### Heather Walsh: Social Studies & Science (Traditional)

My name is Mrs. Walsh. I'm looking forward to meeting you and learning all about Social Studies and Science. I have 2 master's degrees in education (Educational Leadership and Principalship) and an Ed. S. degree in Educational Leadership. I also have my National Board Certificate in Early Adolescence/English Language Arts (EA/ELA). This is my 25th 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 for several years in 6th grade and have taught all subjects in 6th grade, so I can support you as needed. I have 2 children, ages 17 and 21. My daughter will be attending ASU this fall as a junior, and my son will be a junior at Sandra Day O'Connor have been married for 29 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:

- Bachelor's in Elementary Education
- Master's in Educational Leadership
- Masters in Principalship
- Ed.S. in Educational Leadership
- NBCT EA/ELA

#### Contact Information:

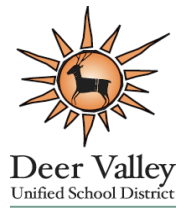
- [heather.walsh@dvsud.org](mailto:heather.walsh@dvsud.org)
- (623) 445-5800
- Room 505

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

- Beginnings of human society and Early river civilizations
- World religions, national holidays, and current events throughout the year
- 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
- GRAPES (Geography, Religion, Achievement, Politics, Economics, Social Structure)

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

- 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)



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### Crystal Casto: ELA & SAGE ELA

My name is Ms. Casto, and I am excited to be your ELA teacher this year! I am a proud graduate of Deer Valley High School and a lifelong product of DVUSD, deeply committed to serving our students and community. I have nearly 15 years of teaching experience, primarily in 6th grade, where I have taught ELA, science, social studies, and math. I hold a Master's degree in Educational Leadership from Grand Canyon University and am currently pursuing a second Master's in Curriculum and Instruction with an emphasis in Gifted Education. Beyond the classroom, I have served as Grade Level Team Lead, MSCT Lead, Tech Model Teacher, Student Council Advisor, and Webmaster, and I mentor student teachers and interns. I have also contributed to several district curriculum and assessment teams, including the Grading Scale Workgroup, NoRedInk Writing Team, and the district Canvas ELA course builds. At home, I am a busy mom to two amazing kids, Damen (13) and Aubrey (7), along with a lively crew of animals. In my free time, I love reading, spending time with my family, and staying active. I look forward to an incredible year of learning and growing together at Union Park!

#### Degrees and Certifications:

- Bachelor's in Elementary Education
- Master's in Educational Leadership
- Master's in Curriculum and Instruction (Gifted Education)
- Highly Qualified Middle School ELA

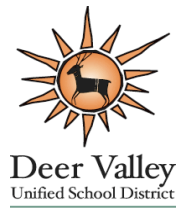
#### Contact Information:

- [crystal.casto@dvusd.org](mailto:crystal.casto@dvusd.org)
- 623-445-5888
- Room 508

#### ELA & SAGE ELA: Overview of ELA Standards. Resources for parents:

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

<p><b>Q1:</b> Finding Your Voice &amp; Owning Your Story Starfish / Inside Out and Back Again (<b>SAGE</b>) Poetry + Personal Narrative Writing <b>Reading (Lit):</b> RL.1, RL.2, RL.3, RL.4 <b>Writing:</b> W.4 (coherent writing), intro to W.2 (explanatory structures through poems) <b>Language:</b> L.1, L.2 (grammar: pronouns, capitals, spelling) <b>Speaking/Listening:</b> SL.2 (interpret visuals/media)</p>	<p><b>Q2:</b> Control, Choice &amp; the Cost of Perfection The Giver Informative/Explanatory <b>Reading (Lit):</b> RL.1, RL.2, RL.4, RL.6 <b>Reading (Info):</b> RI.1, RI.2, RI.5 (for paired nonfiction texts) <b>Writing:</b> W.2 (informative writing full unit), W.4 (organization for purpose) <b>Language:</b> L.1, L.2 (continued mechanics + intro to parenthetical elements) <b>Speaking/Listening:</b> SL.2, SL.3 (evaluate arguments in media)</p>
<p><b>Q3:</b> Survival, Injustice &amp; Moral Courage Refugee / Parallel Journeys (<b>SAGE</b>) Argumentative Writing <b>Reading (Lit):</b> RL.1, RL.2, RL.3, RL.9 (compare texts, multiple viewpoints) <b>Reading (Info):</b> RI.1, RI.2, RI.8, RI.9 (claims/evidence analysis) <b>Writing:</b> W.1 (argument writing), W.4 (formal style, clear reasons) <b>Language:</b> L.1, L.2 (edit for formal grammar; refining vague pronouns) <b>Speaking/Listening:</b> SL.3 (delineate arguments)</p>	<p><b>Q4:</b> Mythology, Identity &amp; Heroism The Lightning Thief Narrative/Creative Writing <b>Reading (Lit):</b> RL.1, RL.2, RL.3, RL.4, RL.9 (myth and story comparison) <b>Writing:</b> W.3 (narrative writing; myth creation), W.4 (coherent narratives) <b>Language:</b> L.1, L.2 (application through writing) <b>Speaking/Listening:</b> SL.2 (multimedia project presentations)</p>



# 2025 - 2026 Union Park School

## 6th Grade Level Handbook Expectations and Syllabus

### Gary Bacskay: Math

Hello, my name is Gary Bacskay, and I am excited to be teaching 6th-grade Math this year. This is my 9th year teaching, and I enjoy seeing my students grow with the knowledge they gain in my class. I am married to my wife, Lori, who is also an educator at Union Park. We have 3 grown sons and four grandkids. My youngest son graduated from Arizona State University and is now a police officer in Payson, Arizona. One son is a Costco Tire Center manager, and the other is an IT guy for a gaming studio in California. We have 3 dogs and 2 cats, which keep us busy. We are huge football fans and enjoy spending time together traveling, hiking, camping, swimming, basically anything that relates to the outdoors.

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#### Degrees and Certifications:

- Bachelor's in Liberal Studies
- Master's in Secondary Education
- Degree through the Doctoral Program from Grand Canyon University as an Educational Specialist.

#### Contact Information:

- [gary.bacskay@dvusd.org](mailto:gary.bacskay@dvusd.org)
- 623-445-5886
- Room 504

#### Math:

Sixth-grade math marks a significant transition from elementary arithmetic to more abstract and algebraic thinking. This helps build upon foundational concepts learned in earlier grades and introduces new areas that are crucial for success in middle school and beyond. Helping our scholars set effective math goals is a crucial skill that empowers them to take ownership of their learning and experience success.

Unit 1 - Area and Surface Area

Unit 2 - Introducing Ratios

Unit 3 - Unit Rates and Percentages

Unit 4 - Dividing Fractions

Unit 5 - Arithmetic in Base Ten

Unit 6 - Expressions and Equations

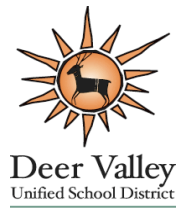
Unit 7 - Rational Numbers

Unit 8 - Data Sets and Distributions

Unit 9 - Putting it All Together

#### 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 6th- to 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.



# 2025 - 2026 Union Park School

## 6th Grade Level Handbook Expectations and Syllabus

### Irene Camarasa: Social Studies & Science (Spanish Immersion)

My name is Ms. Camarasa, and I am looking forward to being your Spanish teacher this year! I am originally from Albacete, Spain, and I have 27 years of teaching experience, including ten years in various schools in Arizona, where I have taught preschool, science, and social studies in 6th grade. I published two novels, one of which was translated into English, and I'm in the middle of my third one. In my free time, I love reading, traveling, and practicing extreme sports such as canyoning and scuba diving. I can't wait to share my culture and adventures with you and learn about yours!

Go Toros!

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#### Degrees and Certifications:

- Bachelor Degree in education K-8

#### Contact Information:

- [Irene.Gomez-Camarasa@dvusd.org](mailto:Irene.Gomez-Camarasa@dvusd.org)
- 623-445-5884
- Room 501

#### Dual Language: Spanish Immersion

The DVUSD Spanish Immersion program provides extraordinary language and culture opportunities with instruction in Spanish for students to gain *Advanced* proficiency in Spanish, along with English. Subject area instruction, along with instruction in Spanish, occurs for at least 50% of the school day in the target language during the elementary school years. Kindergarten and first-grade students will be immersed in Spanish instruction for 50% of the school day to build a strong foundation in Spanish, increasing opportunities for higher levels of bilingualism.

- Build students' proficiency in the Spanish language to acquire Advanced- Superior proficiency
- Establish an immersion setting and connections to Spanish-speaking cultures
- Provide excellent instruction and curriculum
- Prepare students to be responsible citizens and leaders in a globalized world
- Foster students' lifelong learning of cultures and languages
- Develop students' critical thinking and problem-solving skills
- Work collaboratively to establish an extraordinary program

For more information about the benefits of language learning, visit the [ACTFL research page](#).



Deer Valley  
Unified School District

# 2025 - 2026 Union Park School

## 6th Grade Level Handbook Expectations and Syllabus