

Union Park School
Lauren Ghanooni, Principal
Max Wood, Assistant Principal

Spanish Specials + Spanish 1-2 H/ 3-4 H

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! My name is **Señorita Molina**, and I am so excited to be back as Union Park's Spanish teacher! I feel incredibly fortunate to work alongside such a dedicated team of teachers and administrators who are committed to helping every student succeed both academically and personally.

I am looking forward to another exciting year of learning, growing, and having fun as we explore the Spanish language and culture together. I can't wait to share this journey with all of my students!

A little about me: I graduated from the University of Arizona with a Bachelor of Arts in Elementary Education and a minor in Spanish. Although I loved my time in Tucson, I decided to return to Phoenix to be closer to my family.

Outside of school, I enjoy spending time with my family—especially my nephews—getting together with friends, traveling, discovering new restaurants, and catching up on my favorite Netflix shows.

Communication is very important to me, and I encourage you to reach out with any questions or concerns throughout the school year. You can contact me by email or phone, and I will be available for one hour after school each day to respond to messages and return phone calls. If another time works better for your schedule, please don't hesitate to contact me to arrange an appointment.

I am excited to partner with you to support your child's success and make this a positive, engaging, and memorable year. Here's to another fantastic year of Spanish—**¡Vamos, 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.

Contact details: Email: claudia.molina@dvusd.org

Phone: 623-445-5800 ext.55831

Classroom number: Rm # 303

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, 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 or Spanish 3-4. They work year round on classroom activities that provide them with practice in interpreting, expressing, and negotiating meaning through extensive and frequent peer interactions.

7th & 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.

Spanish specials (K-6 traditional)

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 o 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 ● Describe friends and family

7th & 8th grade

<u>Spanish 1-2</u>	<u>Spanish 3-4</u>
●Unidad 1- ¡Mucho gusto!	●Unidad 1-La Tecnología En La Vida Diaria
● Unidad 2- ¡Al colegio!	●Unidad 2- Vivir En Salud
● Unidad 3- ¡En la ciudad!	●Unidad 3-¡Vamos a la Ciudad!
●Unidad 4-La familia y amigos	●Unidad 4-Diversión para Todos
● Unidad 6-Mi casa es su casa	●Unidad 5- De Compras
● Unidad 7- las diversiones de todo el año.	●Unidad 8-De Viajes a España

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.

Grades

Kindergarten Grade Scale

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward grade-level standards using the following scale.

- 4 = Applies grade level skills with greater depth or complexity
- 3 = Demonstrates grade level proficiency
- 2 = Approaches grade level proficiency
- 1 = Displays a significant lack of grade-level proficiency

1st-2nd Grade Grade Scale

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward the grade level standards using the following scale.

- 4 = Applies grade level skills with greater depth or complexity
- 3 = Demonstrates grade level proficiency
- 2 = Approaches grade level proficiency
- 1 = Displays a significant lack of grade-level proficiency

Students in 1st and 2nd grades will receive marks for their overall performance in each course of study using the following letter grade scale.

- E = Excellent)
- S = Satisfactory
- N = Needs Improvement
- U = Underperforming

3-12 Grade Scale

Students in grades 3 through 12 will receive marks reflecting their proficiency toward grade-level standards using the following scale.

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

Students in grades 3 through 12 will receive marks for their overall performance in each course of study using the following letter-grade scale.

- 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.

For 9th-12th grade levels, no course credit will be awarded for a failing course grade.



DEER VALLEY
Unified School District

Grading Guide

Teachers will enter scores for assignments in the gradebook based upon student performance of the standards.

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%						



o 7-8

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

Categories (1st-12th Grades Only)

All grade entries in the gradebook will be attributed to one of the following categories.

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, 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 done inside and outside the classroom, such as classwork and homework, falls into this category.

Category Weights (3rd-12th Grades Only)

Each category will be weighted as follows:

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

Missing Work (3rd-12th grades)

An assignment is considered missing work when it is not submitted by the due date.

Missing work will be treated as such:

- The assignment will be marked with the "Missing" special code in the gradebook
- A zero ("0") will be entered as the score for the assignment in the gradebook
- No Evidence (NE) will be entered for the standards attached to the assignment

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted within the parameters listed below.

For **Late Work** to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame

K-2 Grades: By the end of the marking period

3-8 Grades: Within 5 school days after the end of the unit *of learning/project/assignment*

9-12 Grades: By the end of the unit

Reassessment

Retakes are allowed for assessments for full credit, if reperformance opportunities (another assessment on the same learning target later in the marking period as part of the instructional cycle) will not be available during the marking period or in addition to reperformance opportunities during the marking period.

To earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- *Submit a reassessment plan or application, if required by the teacher*

A reassessment plan must be scheduled within the following time frames:

- **K-2nd Grades:** Until the week before the end of the marking period
- **3rd-8th Grades:** Within **5** school days of receiving the assessment score
- **9-12th Grades:** Within 5 school days of receiving the assessment score. The student must communicate with the teacher to create a reassessment plan.

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;*** parents 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.
- No “extra credit” will be given at any time.

Academic Integrity Statement

To be college-, career-, and community-ready, students in the Deer Valley Unified School District are expected to demonstrate academic integrity. Academic integrity is all about being honest and fair in your schoolwork. It means doing work that is entirely your own and giving credit to others (including generative Artificial Intelligence tools) through proper citation when you use their ideas or words. If you have questions about the guidelines for academic integrity, you should discuss them with your teacher.

Academic Dishonesty Statement

Academic dishonesty refers to any action that compromises the integrity of academic work or evaluation processes. This includes but is not limited to:

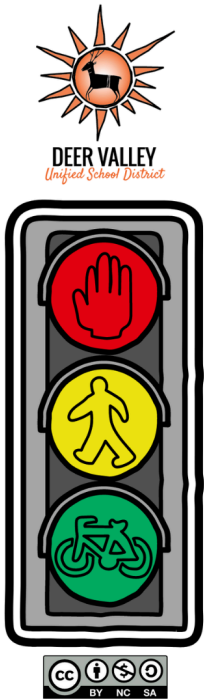
- Copying or stealing another person's work or data (plagiarism);
- Allowing another person to copy one's work;
- Doing another person's classwork;
- Creating more than one copy of one's work for distribution;
- Providing another person with the answers on tests or quizzes;
- Noncompliance with teachers' test-taking procedures;
- Unauthorized copying or development of software; and
- Unauthorized use of generative Artificial Intelligence.

Consequences for instances of academic dishonesty range from a conference and loss of credit (student will be given another opportunity to show mastery of learning) up to a 5-day suspension and loss of credit.

Artificial Intelligence

In the Deer Valley Unified School District, we are committed to providing our students with an extraordinary education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) into the classroom for student use.

Students must adhere to the specific guidelines provided in the assignment details. If no explicit guidance is provided regarding the use of generative AI, students are expected to follow the “restrictive” level outlined in the [Student Use of Generative AI chart](#). If a student is unsure whether a tool or website is permitted, they should contact the teacher before using the resource or submitting their work.



Student Use of Generative AI

Level	Description	Example Instruction
Restrictive No!	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."
Moderate Whoa!	Students can use teacher-approved AI tools from the district list for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original. Proper citation is required for any AI-generated content.	"You can employ AI tools to assist brainstorming or initial research, however the main content, arguments, and conclusions should be your own."
Permissive Go!	Students can use teacher-approved AI tools from the district list to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, however proper citation is required for any AI-generated content."

Adapted From: Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [2004].