

## **Syllabus**

### **Mrs. Cynde Anderson**

6th grade Language Arts

Room 217

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### **Classroom Participation Expectations:**

Have fun.

Bring a pencil.

Expect positive intent.

Ask for clarification.

Start and end on time.

Respect yourself, others and the environment.

(Misery is optional.)

### **Redirection:**

Verbal warning (documented in zangle)

Conference (usually outside classroom door) with student.

If behaviors continue....student conference and parent notification.

Referral for detention. (short form)

Long form referral.

### **Attendance:**

Students are expected to be in their seats ready to work when passing time ends. Being prepared means that their planners are open and being filled out, pencils (no pens please) are sharpened and students have a 3 ring binder with extra paper. Students late to class will be asked to go to the office for a pass and marked tardy. If a student is absent, they are still expected to fill out their planner. They can log onto MLMS6.com or ask a friend for the assignments they have missed. Homework will be posted daily on MLMS6.com and I try to post general class information and major homework projects on Q (formerly known as zangle).

### **Grades:**

Each quarter has a big project. This is usually a writing assignment of some kind. The project will have a rubric/checklist of items needed in the document. A final draft will need to be proofed and signed by a parent or guardian before submitting it to the appropriate classroom basket. (the final draft must also be stapled in front of the rubric.) They are entered into zangle as a 90% when they are turned into the basket on the day they are due. As I have a chance to score them individually, that grade may go up or down depending on the quality of work. If a paper scores below a 90%, suggestions for corrections will be noted on the paper and students are encouraged to enter a corrective loop. (see last paragraph of this section)

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**Late papers are docked a letter grade per day they are late.**

**Corrective Loop** is the process in which low scoring assessments may be brought up. Students are encouraged to make corrections and reprint the assignment. This redone paper must be attached to the original assignment/rubric and signed again by a parent for additional credit.

### **Zang!e**

I make every attempt I can to get grades entered into Zang!e in a timely manner. Often the assignments are abbreviated. For example, our Grammar For Writing book is entered as G4W. Our classroom textbook is McDougal Littell and referred to as text. Rough draft is entered as RD and final draft is entered as FD. These assignments will coincide with the header on each paper. There are times I will ask kids to start a packet of notes and hold onto them until a later date. These should be stored in the Language Arts portion of their binder and not recycled until the score appears in zang!e. I also encourage students to check their zang!e grade regularly as sometimes assignments are not entered correctly or the server may not receive the grade correctly. I enter thousands of grades a year. Please help me give your child the appropriate grade.

### **Quarter Themes -**

**First Quarter-** Realistic Fiction. Students learn about AVB, our anti-bullying curriculum by reading and doing activities that coincide with the books and text selections we will offer in class first quarter..

**Second Quarter-** Students will learn about legends, poetry, biography and autobiography.

**Third Quarter-** Students will learn about historical fiction and biographies. They will be enhancing their writing skills and working on grammar, punctuation and vocabulary.

**Fourth Quarter-** Students will learn about WWII from the perspective of Anne Frank. The text selection is called 10 Days of Anne Frank by David Colbert. Each student is required to read books outside of class. Titles provided by the district include: Number the Stars, Friedrich, Snow Treasure, Elephant Run, A Boy At War and I Am David. I also have copies of Anne Frank.

**(Year long: I will work on increasing their vocabulary with purposeful adjectives)**