**MR. NETTLES’ 7TH GRADE 2017-18 LANGUAGE & LITERATURE SYLLABUS**

**\**Some minor details may be subject to change as we adapt to the progression of the school year.***

**First Quarter**

**Unit One: “I Know I’m Out There, Somewhere” 4 weeks**

**IB Global Context: IDENTITIES & RELATIONSHIPS**

**Text: Various & provided by teacher, but ft. *As Brave as You* J. Reynolds, *How to Win Friends and Influence People* D. Carnegie, “Flowers for Algernon,” and *Fears of Your Life* by M. B. Loggins**

**IB Summative Task: Non-Fiction/Personal Narrative Project**

**Unit Two: “Roamers” 4 weeks**

**IB Global Context: Orientation in Space & Time**

**Text: *In the Footsteps of Crazy Horse* J. Marshall**

**IB Summative Task: Fictional Narrative**



**Second Quarter**

**Unit Three: “Life is Beautiful”**

**IB Global Context: PERSONAL AND CULTURAL EXPRESSION**

**Text: *Bronx Masquerade* N. Grimes**

**IB Summative Task: Informational Writing/Research Paper using MLA**

**Unit Four: “Fight and Struggle”**

**IB Global Context: Scientific & Technical Innovation**

**Text: *The Call of the Wild* J. London**

**IB Summative Task: Interview Project**

**Third Quarter**

**Unit Five: “You’re Causing It!”**

**IB Global Context: GLOBALIZATION & SUSTAINABILITY**

**Text: Various short selections, both fiction and nonfiction, provided by teacher.**

**IB Summative Task: Argument Paper/Persuasive Writing**

**Unit Six: “We All Go Down Together”**

**IB Global Context: FAIRNESS & DEVELOPMENT**

**Text: *Animal Farm* Orwell**

**IB Summative Task: Debate Team Project**

**Fourth Quarter**

**Unit Seven: “Being Put to the Test”**

**IB Global Context: FAIRNESS & DEVELOPMENT, ctd.**

**Text: Various (test prep/strategies will be in full effect)**

**IB Summative Task: Approaches to Learning Project**

**Unit Eight: “What Was I Thinking?”**

**IB Global Context: IDENTITIES & RELATIONSHIPS**

**Text: *The Outsiders* S. E. Hinton**

**IB Summative Task: Interdisciplinary Unit Project (project will stem from intentional, connected, related learning in at least two subjects; i.e. social studies and ELA will plan a unit together and the summative task will count in both classes)**

**\*\*IN ADDITION TO THE ABOVE, THROUGHOUT THE YEAR, THE ADVANCED ELA CLASS WILL BE READING & ANNOTATING *TRAVELS WITH CHARLIE* BY JOHN STEINBECK. STUDENTS’ PROGRESS AND GRASP OF THE BOOK WILL BE ASSESSED THROUGH THEIR OWN ANNOTATIONS, DISCUSSIONS, READING QUIZES, & TEXT DEPENDENT QUESTIONS GRADUALLY THROUGHOUT THE ACADEMIC YEAR. STUDENTS WILL NEED A SPEPARATE NOTEBOOK FOR THIS BOOK STUDY.**

**GRADING:**

**Students will have regular vocabulary tests, occasional grammar assessments, projects, text dependent questions, formal writing assignments, and short homework assignments. According to updated district policy, zeros can now be given when no work is turned in. Also, homework now counts as 10 percent of each student’s quarterly grade. Students will receive some form of homework from me two to three times per week. It will usually be in the form of vocabulary practice and should take only about 15 minutes to complete.**

**RETAKES:**

**If a student completes any homework, study guide, or other practice assignments associated with an assessment, and if a student is able to explain his or her mistakes on an assessment, then that student may have as many opportunities as they need (until time runs out) to demonstrate mastery. I work out the particulars of each retake with students on a case by case basis.**

**DISCIPLINE:**

**Below is my basic classroom discipline policy. Sometimes, more immediate and serious consequences can occur when an offense is severe enough.**

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| --- | --- |
| **1st offense** | **Nonverbal Warning** *(eye contact, tap on desk, standing beside student, etc.)* |
| **2nd offense** | **Verbal Warning** |
| **3rd offense** | **Student Conference** **& IB Reflection Sheet** *(one-on-one alone with teacher to discuss behavior)* |
| **4th offense** | **Parent email/phone call** |
| **5th offense** | **Student sent into another classroom** *(student will be asked to complete academic work from the class they left)* |
| **6th offense** | **Office Referral** |

**We work from bell to bell. Students will face disciplinary intervention if they demonstrate a problem with tardiness. All students are expected to be in the classroom working on their bell ringer activities before the door closes. I close the door upon hearing the tardy bell. I will digitally document all incidences of tardiness and review it regularly.**

**INCENTIVES:**

**We are planning quarterly field trips this year. Students who have passed all classes, have no more than one ISS, and no incidences of OSS for that 9 weeks will be permitted to go.**

**We are also awarding no SSA passes to at least one student each week who most faithfully demonstrates the current IB Characteristic focus. The IB Characteristics are as follows: Open-Minded, Caring, Communicator, Knowledgeable, Inquisitive, Principled, Balanced, Reflective, and Risk Taker.**

**ONE FINAL NOTE REGARDING STUDENTS IN HONORS ENGLISH: Because we want our students to be successful and appropriately challenged, students will be required to maintain an 85 average in this course. If a student does not have an 85 average at the first progress report time, he or she will be placed on probation. If the grade has not improved by the end of the first nine weeks, then the teacher will recommend that the student is placed in one of the standard Language & Literature classes.**

**I anticipate a fun and challenging (in a good way) year of learning. I am honored to have the privilege of teaching your children. You may contact me with any concerns and I will get back to you.**

**Sincerely, Joe Nettles**

**(joseph.nettles@mnps.org)**