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## ENGLISH I Course Syllabus 2021-22

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**Room:** 2107

**Office Hours:** Monday (2:25-3:00), Tues/Thur (3:00-4:10 pm) & Wed/Fri (10:55-12:20)

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### Course Content

This semester students will explore and build skills in both reading and writing. Students will be reading American, British and world literature texts that support foundational English knowledge to start their careers as high school students.

### About the Teacher

Hello! My name is Amy Dreibelbis, my students can address me by Ms. Dreibelbis or Ms.D! I was born and raised in Lebanon Pennsylvania, it's only recently that I've moved to Houston! This is my second year here with Waltrip and I'm delighted to be a teacher here with wonderful students and fantastic colleagues. Can't wait to start the year with you!

### Ongoing Objectives

- By the end of this course, the student will have mastered the reading, writing, speaking, and listening skills as written in the Texas Essential Knowledge and Skills for English 1.
- They will also be fully prepared by the end of the course to take and pass their E1 STAAR exam.

### Journal

You are required to maintain an organized journal for the course. It will be submitted as a grade during each grading cycle. Materials will be provided from any students lacking supplies.

### Grading Scale

- Formative Assessments = 50% i.e. Daily Activities in Class
- Summative Assessments = 30% i.e. Socratic Seminar / Exams
- Preparation = 20% i.e. homework

### Attendance and Participation

Attendance is a required part of class, any classes excused must be made up. If you miss a day(s) of class you need to contact me about missing work asap. It is your responsibility as a student to contact me about all missing assignments. When in doubt email me or conference with me.

### Daily Required Materials

1. laptop
2. Pencil/pen
3. notebook
4. paper

## **Unit Overviews**

### **Unit One**

In Unit 1, students review the various metacognitive strategies that skilled readers engage in as they read. Students read texts in a variety of genres and consider not only what it means to survive, but the various ways in which we survive challenging situations. The unit begins with diagnostic personal letters and closes with argumentative essays. In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.

### **Unit Two**

Unit 2 explores the theme of justice, including what justice looks like and how justice is achieved. Throughout this unit, students utilize research and inquiry skills as they participate in book clubs and read supplementary texts to collect evidence for informational essays. In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.

### **Unit Three**

Unit 3 explores the concept of how and why we change through an exploration of various genres, including the epic poem. As students consider what drives us to transform ourselves, they gather insight to use in STAAR-like expository essays. In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.

### **Unit Four**

In Unit 4, students read and analyze literature about the future, considering what draws us to imagine possible futures and how our imaginings are influenced by our lived experiences. Throughout this unit, students engage in book clubs as they review STAAR-tested genres and workshop previously written essays to make them STAAR-ready. In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.

### **Unit Five**

Unit 5 explores heroes, both super and real-life, in a variety of text genres, including comics and graphic novels. Students utilize the inquiry process to consider what it means to be heroic and how they themselves can engage in acts of heroism on a daily basis. The unit culminates with a choice of argumentative text products, including a TED Talk, an op-ed, or an ad campaign. In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.

### **Unit Six**

Unit 6 asks students to explore the theme of love through a dramatic anchor text and multi-genre supporting texts. Through these texts, students identify various elements of fiction and close the unit with narrative pieces in the genres of their choosing. In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.

