



# BISHOP SCOTT BOYS' SCHOOL

**C** - Curriculum

**D** - Development &

**L** - Learning

**O** - Objectives

12

ENGLISH CORE





# BISHOP SCOTT BOYS' SCHOOL, PATNA

## CURRICULUM DEVELOPMENT AND LEARNING OBJECTIVES (CDLO)

Class: XII (All Streams)

Subject: English Core (301)

Academic Session: 2025-26

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
April	FLAMINGO	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li>• <b>Analyse</b> the themes of patriotism, linguistic identity, and the impact of war on culture.</li><li>• <b>Develop</b> a sense of respect for one's language and culture, as reflected in M. Hamel's final lesson.</li><li>• <b>Identify</b> and summarize the main events, characters (Franz, M. Hamel, villagers), and their emotions.</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b> <ul style="list-style-type: none"><li>• <b>Reading</b> (10 minutes)</li><li>• <b>Discussion or Role Play</b> (5 minutes)</li><li>• <b>Debate or Speech</b> (10 minutes)</li><li>• <b>Advanced Creative Writing</b> (10 minutes)</li></ul>	6	
	The Last Lesson  (Prose)				
	FLAMINGO	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li>• <b>Analyse</b> the symbolism of youth and old age in the poem.</li><li>• <b>Develop</b> inferential and interpretative skills through discussion.</li><li>• <b>Identify</b> the literary devices used (imagery, contrast, symbolism, repetition).</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b> <ul style="list-style-type: none"><li>• <b>Reading</b> (10 minutes)</li><li>• <b>Discussion or Role Play</b> (5 minutes)</li><li>• <b>Debate or Speech</b> (10 minutes)</li><li>• <b>Advanced Creative Writing</b> (10 minutes)</li></ul>	3	
	My Mother at Sixty-six  (Poetry)				
	VISTAS	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li>• <b>Identify</b> and <b>analyse</b> the central theme of escapism and the blending of reality with fantasy in the story.</li><li>• <b>Examine</b> the protagonist, Charley, and his psychological state, exploring his desire to escape from modern-day stress.</li><li>• <b>Relate</b> the theme of escapism to contemporary issues like stress, anxiety, and the human</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b> <ul style="list-style-type: none"><li>• <b>Reading</b> (10 minutes)</li><li>• <b>Discussion or Role Play</b> (5 minutes)</li><li>• <b>Debate or Speech</b> (10 minutes)</li><li>• <b>Advanced Creative Writing</b> (10 minutes)</li></ul>	6	
	The Third Level  (Prose)				

		tendency to seek comfort in the past.			
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Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
May	FLAMINGO	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li>• <b>Identify</b> and <b>analyse</b> the central themes of poverty, child labour, and the loss of childhood.</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b> <ul style="list-style-type: none"><li>• <b>Reading</b> (10 minutes)</li></ul>	7	
	Lost Spring (Prose)	<ul style="list-style-type: none"><li>• <b>Examine</b> the socio-economic conditions of marginalized children and the cycle of poverty that deprives them of education and a better future.</li><li>• <b>Cultivate</b> sensitivity toward underprivileged children and recognize the role of society in shaping their lives.</li></ul>	<ul style="list-style-type: none"><li>• <b>Discussion or Role Play</b> (5 minutes)</li><li>• <b>Debate or Speech</b> (10 minutes)</li><li>• <b>Advanced Creative Writing</b> (10 minutes)</li></ul>		
	ADVANCED WRITING SKILLS	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li>• Understand the purpose and importance of notices in school and public domains.</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the topics:</b>  <b>Activity:</b> Divide the class into groups. Each group picks a situation (e.g., lost and found, inter-house competition, blood donation camp) and drafts a notice.	3	
	Notice Writing	<ul style="list-style-type: none"><li>• Identify and apply the correct format of a notice (heading, date, issuing authority, body, etc.).</li></ul>			

	<b>Passage Reading</b>	<p><b>The objective is to enable the students to:</b></p> <p>Comprehend factual and discursive passages skilfully.</p>	Worksheets (based on factual, literary and discursive passages) will be provided to students and they will be asked to solve them within the time limit.	<b>3</b>	
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Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
June	<b>VISTAS</b>	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li><b>Analyse</b> the central themes of irony, fate, arrogance of power, and environmental conservation.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> (10 minutes)</li> <li><b>Discussion or Role Play</b> (5 minutes)</li> <li><b>Debate or Speech</b> (10 minutes)</li> <li><b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	<b>6</b>	
	<b>The Tiger King (Prose)</b>	<ul style="list-style-type: none"> <li><b>Examine</b> how Kalki uses satire to criticize the absurdity of power, blind superstition, and the reckless hunting of animals.</li> <li><b>Relate</b> the themes of power and ecological responsibility to contemporary issues such as deforestation, poaching, and environmental policies.</li> </ul>			
	<b>ADVANCED WRITING SKILLS</b>	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li><b>Recognize</b> the purpose of writing a letter to the</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the topics:</b></p>	<b>4</b>	

	<b>Letter to Editor</b>	<p>editor – expressing opinions on social/public issues.</p> <ul style="list-style-type: none"> <li><b>Understand</b> the structure and components of a formal letter to the editor.</li> </ul>	<b>Activity:</b> Ask students to share things they often complain about (e.g., bad roads, garbage, noise). Guide them to channel this complaint into a formal letter.		

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
	<b>FLAMINGO</b>	<b>The objectives are to enable the students to:</b>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b>		<b>PERIODIC TEST – 01</b>
	<b>Deep Water (Prose)</b>	<ul style="list-style-type: none"> <li><b>Analyse</b> the central theme of overcoming fear through courage, determination, and perseverance.</li> <li><b>Understand</b> the impact of childhood trauma and how fear can be conquered with effort and resilience.</li> <li><b>Relate</b> the lesson's message to personal experiences and real-world examples of individuals overcoming fears and hardships.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading</b> (10 minutes)</li> <li><b>Discussion or Role Play</b> (5 minutes)</li> <li><b>Debate or Speech</b> (10 minutes)</li> <li><b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	6	<u>FLAMINGO:</u> <ol style="list-style-type: none"> <li>The Last Lesson (Prose)</li> <li>Lost Spring (Prose)</li> <li>My Mother at Sixty-six (Poetry)</li> </ol>
	<b>FLAMINGO</b>	<b>The objectives are to enable the students to:</b>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b>		<u>VISTAS:</u>

July	Keeping Quiet  (Poetry)	<ul style="list-style-type: none"><li>• <b>Analyse</b> the central themes of peace, introspection, and the need for unity among humans.</li><li>• <b>Understand</b> Neruda’s advocacy for silence and self-reflection as a means to achieve harmony and tranquillity.</li><li>• <b>Relate</b> the poem’s message to contemporary issues like environmental conservation, war, and excessive human activity.</li></ul>	<ul style="list-style-type: none"><li>• <b>Reading</b> (10 minutes)</li><li>• <b>Discussion or Role Play</b> (5 minutes)</li><li>• <b>Debate or Speech</b> (10 minutes)</li><li>• <b>Advanced Creative Writing</b> (10 minutes)</li></ul>	4	1. The Third Level 2. The Tiger King  <u>ADVANCED WRITING:</u>  1. Notice 2. Letter to Editor
	VISTAS	The objectives are to enable the students to:	The following activities will be conducted in the classroom post the completion of the chapter:	6	
	Journey to the End of the Earth  (Prose)	<ul style="list-style-type: none"><li>• <b>Analyse</b> the central themes of climate change, environmental awareness, and the significance of Antarctica in understanding Earth's past, present, and future.</li><li>• <b>Explore</b> Tishani Doshi’s journey to Antarctica and her reflections on its pristine environment, extreme conditions, and scientific importance.</li><li>• <b>Relate</b> the lesson to global concerns such as climate change, conservation efforts, and the role of scientific research in understanding the planet’s future.</li></ul>	<ul style="list-style-type: none"><li>• <b>Reading</b> (10 minutes)</li><li>• <b>Discussion or Role Play</b> (5 minutes)</li><li>• <b>Debate or Speech</b> (10 minutes)</li><li>• <b>Advanced Creative Writing</b> (10 minutes)</li></ul>		

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
	FLAMINGO	The objectives are to enable the students to:	The following activities will be conducted in the classroom post the completion of the chapter:	6	
	The Rattrap (Prose)	<ul style="list-style-type: none"> <li><b>Analyse</b> the central themes of kindness, compassion, human dignity, and the metaphor of the world as a rattrap.</li> <li><b>Understand</b> how the rattrap symbolizes human greed, temptation, and the idea that the world entraps people with materialistic desires.</li> <li><b>Relate</b> the story's message to real-world issues such as second chances, the impact of kindness, and the importance of moral values in society.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading</b> (10 minutes)</li> <li><b>Discussion or Role Play</b> (5 minutes)</li> <li><b>Debate or Speech</b> (10 minutes)</li> <li><b>Advanced Creative Writing</b> (10 minutes)</li> </ul>		

August	FLAMINGO	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the central theme of beauty as a source of eternal joy and its power to uplift the human spirit.</li> <li>• <b>Appreciate</b> Keats' belief in the permanence of beauty and its role in providing comfort amidst life's struggles.</li> <li>• <b>Relate</b> the poem's message to personal experiences and contemporary issues where beauty in nature, art, or kindness brings happiness.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> (10 minutes)</li> <li>• <b>Discussion or Role Play</b> (5 minutes)</li> <li>• <b>Debate or Speech</b> (10 minutes)</li> <li>• <b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	4	
	A Thing of Beauty (Poetry)				
	VISTAS	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the central themes of war, humanity, ethics, and the conflict between duty and compassion.</li> <li>• <b>Examine</b> the transformation of Dr. Sadao from a loyal Japanese citizen to a compassionate human being who prioritizes morality over nationalism.</li> <li>• <b>Relate</b> the lesson's message to contemporary issues such as war ethics, refugee crises, and the role of medical professionals in conflict zones.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> (10 minutes)</li> <li>• <b>Discussion or Role Play</b> (5 minutes)</li> <li>• <b>Debate or Speech</b> (10 minutes)</li> <li>• <b>Advanced Creative Writing</b> (10 minutes)</li> </ul>		
	The Enemy (Prose)				

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
	ADVANCED WRITING SKILLS	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li>• Write clear and well-structured invitations for various occasions (e.g., wedding, annual day, party).</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Assign students different events (e.g., wedding, school annual day, birthday, and</li> </ul>		<p><b>HALF YEARLY EXAM</b></p> <p><u>FLAMINGO:</u></p>

September	<b>Invitation</b>  <b>Job Application</b>  <b>Article Writing</b>	<ul style="list-style-type: none"> <li>Use concise and courteous expressions suitable for invitations and replies.</li> <li>Understand the purpose and components of a job application (cover letter + résumé/bio-data).</li> <li>Write an effective and persuasive cover letter tailored to a specific job advertisement.</li> <li>Identify the features and structure of a well-written article (introduction, body, conclusion).</li> <li>Express their views on current topics/issues logically and effectively.</li> </ul>	<p>farewell). Ask them to create both <b>formal</b> and <b>informal invitations</b> for the same event.</p> <ul style="list-style-type: none"> <li><b>Activity:</b> Set up a mock <b>job board</b> with different job ads. Students pick one and write a <b>job application</b> for it.</li> <li><b>Activity:</b> Have a jar with slips of paper containing topics (e.g., "Pollution," "Online Education," "Social Media Impact"). Students pick one and write an <b>article</b> on it.</li> </ul>	6	<ol style="list-style-type: none"> <li>The Last Lesson (Prose)</li> <li>Lost Spring (Prose)</li> <li>Deep Water (Prose)</li> <li>The Rattrap (Prose)</li> <li>My Mother at Sixty-six (Poetry)</li> <li>Keeping Quiet (Poetry)</li> <li>A Thing of Beauty (Poetry)</li> </ol>
	FLAMINGO	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li><b>Analyse</b> the central themes of self-reliance, leadership, justice, and the power of non-violent resistance.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> (10 minutes)</li> <li><b>Discussion or Role Play</b> (5 minutes)</li> <li><b>Debate or Speech</b> (10 minutes)</li> <li><b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	6	<p><u>VISTAS:</u></p> <ol style="list-style-type: none"> <li>The Third Level</li> <li>The Tiger King</li> <li>Journey to the End of the Earth</li> </ol>
	Indigo  (Prose)	<ul style="list-style-type: none"> <li><b>Understand</b> Mahatma Gandhi's role in the Champaran movement and how his philosophy of Satyagraha led to social and political change.</li> <li><b>Relate</b> the lesson's message to modern movements for social change, farmers' rights, and the impact of leadership in solving societal problems.</li> </ul>			<p><u>ADVANCED WRITING:</u></p> <ol style="list-style-type: none"> <li>Notice</li> <li>Invitation</li> <li>Letter to Editor</li> <li>Article</li> </ol>

Month	Name of the Book and the Chapter	Learning Objectives	Activities	Periods	Portion for PT or Term End Assessment
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October	FLAMINGO	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the central themes of kindness, compassion, human dignity, and the metaphor of the world as a rattrap.</li> <li>• <b>Understand</b> how the rattrap symbolizes human greed, temptation, and the idea that the world entraps people with materialistic desires.</li> <li>• <b>Relate</b> the story's message to real-world issues such as second chances, the impact of kindness, and the importance of moral values in society.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> (10 minutes)</li> <li>• <b>Discussion or Role Play</b> (5 minutes)</li> <li>• <b>Debate or Speech</b> (10 minutes)</li> <li>• <b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	6	
	Poets and Pancakes  (Prose)				
	FLAMINGO	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the central themes of rural poverty, social injustice, and the contrast between the rich and the poor.</li> <li>• <b>Understand</b> Frost's critique of urban apathy toward rural struggles and the false promises given to marginalized communities.</li> <li>• <b>Relate</b> the poem's message to present-day socio-economic issues such as rural development, displacement, and economic exploitation.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> (10 minutes)</li> <li>• <b>Discussion or Role Play</b> (5 minutes)</li> <li>• <b>Debate or Speech</b> (10 minutes)</li> <li>• <b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	5	
	A Roadside Stand  (Poetry)				
	VISTAS	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the central themes of disability, loneliness, self-acceptance, and human connections.</li> <li>• <b>Study</b> the transformation of Derry, a young boy with a facial burn, and Mr. Lamb, an elderly man with a disability, and how their interaction changes their perspectives on life.</li> <li>• <b>Relate</b> the play's message to real-world issues such as social exclusion, the stigma around disabilities, and the importance of self-confidence.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> (10 minutes)</li> <li>• <b>Discussion or Role Play</b> (5 minutes)</li> <li>• <b>Debate or Speech</b> (10 minutes)</li> <li>• <b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	10	
	On the Face of It  (Play)				

Month	Name of the Book and	Learning Objectives	Activities	Periods	Portion for PT or
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	the Chapter				Term End Assessment
November	FLAMINGO	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li><b>Analyse</b> the central themes of media influence, the ethics of journalism, and the varying perceptions of interviews.</li> <li><b>Compare</b> the views of famous personalities like V.S. Naipaul and Umberto Eco on interviews and their impact on privacy and public image.</li> <li><b>Relate</b> the text's message to contemporary media practices, celebrity culture, and the responsibility of journalists.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> (10 minutes)</li> <li><b>Discussion or Role Play</b> (5 minutes)</li> <li><b>Debate or Speech</b> (10 minutes)</li> <li><b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	6	<p><b>PERIODIC TEST - 02</b></p> <p><u>FLAMINGO:</u></p> <ol style="list-style-type: none"> <li>Indigo (Prose)</li> <li>Poets and Pancakes (Prose)</li> <li>A Roadside Stand (Poetry)</li> </ol> <p><u>VISTAS:</u></p> <ol style="list-style-type: none"> <li>The Enemy (Prose)</li> <li>On the Face of It (Play)</li> </ol> <p><u>ADVANCED WRITING:</u></p> <ol style="list-style-type: none"> <li>Notice</li> <li>Invitation</li> <li>Job Application</li> <li>Report</li> </ol>
	FLAMINGO	<p><b>The objectives are to enable the students to:</b></p> <ul style="list-style-type: none"> <li><b>Analyse</b> the central themes of gender oppression, feminism, artistic expression, and freedom vs. constraint.</li> <li><b>Understand</b> how Aunt Jennifer's tigers symbolize fearlessness, strength, and the desire for liberation, contrasting with her own suppressed life.</li> <li><b>Relate</b> the poem's message to women's rights, gender roles, and societal expectations in different cultures and historical contexts.</li> </ul>	<p><b>The following activities will be conducted in the classroom post the completion of the chapter:</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> (10 minutes)</li> <li><b>Discussion or Role Play</b> (5 minutes)</li> <li><b>Debate or Speech</b> (10 minutes)</li> <li><b>Advanced Creative Writing</b> (10 minutes)</li> </ul>	4	
	Aunt Jennifer's Tigers (Poetry)				

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December	FLAMINGO	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li><b>Analyse</b> the central themes of adolescence, unrealistic dreams, fantasy vs. reality, and social class differences.</li><li><b>Explore</b> the personality of Sophie, a teenage girl with high aspirations, and contrast it with her practical and realistic brother, Geoff.</li><li><b>Relate</b> the story's message to youth aspirations, peer influence, and the challenges of growing up with unfulfilled dreams.</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b> <ul style="list-style-type: none"><li><b>Reading</b> (10 minutes)</li><li><b>Discussion or Role Play</b> (5 minutes)</li><li><b>Debate or Speech</b> (10 minutes)</li><li><b>Advanced Creative Writing</b> (10 minutes)</li></ul>	6	<b>PRE-BOARD EXAMINATION</b>  <b>Note:</b> This examination will cover the entire syllabus of the course as prescribed by the CBSE, Delhi.
	Going Places (Prose)				
	VISTAS	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li><b>Analyze</b> the central themes of childhood memories, cultural identity, colonization, and the clash between tradition and modernity.</li><li><b>Explore</b> the personal childhood experiences shared by Zitkala-Sa and Sarojini Naidu, focusing on their individual struggles with identity, culture, and belonging.</li><li><b>Relate</b> the chapter's message to the struggles of indigenous populations, the impact of cultural assimilation, and the importance of preserving one's heritage.</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the chapter:</b> <ul style="list-style-type: none"><li><b>Reading</b> (10 minutes)</li><li><b>Discussion or Role Play</b> (5 minutes)</li><li><b>Debate or Speech</b> (10 minutes)</li><li><b>Advanced Creative Writing</b> (10 minutes)</li></ul>	6	
	Memories of Childhood				
	ADVANCED WRITING SKILLS	<b>The objectives are to enable the students to:</b> <ul style="list-style-type: none"><li>Understand the Purpose of Reports– Identify why reports are written (e.g., to inform, record events, or share findings).</li><li>Recognize the Format of a Report– Use correct elements such as heading/title, byline, introduction, body, and conclusion.</li><li>Distinguish between newspaper reports, school reports, and event reports.</li><li>Write a Structured and Coherent Report presenting facts, data, and observations logically using appropriate sequence and paragraphing.</li></ul>	<b>The following activities will be conducted in the classroom post the completion of the topic:</b> <ul style="list-style-type: none"><li><b>Activity:</b> Assign students the role of a <b>school reporter</b>. They write a report on a recent or imaginary school event (e.g., sports day, science exhibition, and farewell).</li><li><b>Activity:</b> Set up a <b>scenario</b> (e.g., a traffic accident, fire outbreak, or local protest). Assign roles to students: eyewitnesses, reporters, victims.</li></ul>	3	
	Report Writing				

