

# Paulsboro Schools



## Curriculum

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**Honors English I**

**Grade 9**

**June, 2010**

\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

**Board Approved: June, 2010**

# PAULSBORO SCHOOL DISTRICT

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# **Paulsboro Schools**

## Mission

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

## Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

## New Jersey State Department of Education Core Curriculum Content Standards

### A note about **English Language Arts** Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **English Language Arts** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.nj.gov/education/aps/cccs/>

# English I

## Scope and Sequence - MAP

Quarter I	
<b>Big Idea: Literature and Informational Text</b> I. Short Story II. Narrative Essay	<b>Big Idea: Writing</b> I. Open Ended Essays II. Narrative essay III. Response to literature
<b>Big Idea: Speaking and Listening</b> I. Oral Presentation II. Film III. Audio Recordings IV. Collaborative Discussions	<b>Big Idea: Conventions and Vocabulary</b> I. Definitions II. Choosing the Right Word III. Completing the Sentence
Quarter II	
<b>Big Idea: Literature and Informational Text</b> IV. Short Story I. Novel II. Persuasive Essay	<b>Big Idea: Writing</b> I. Open Ended Essays II. Persuasive Essays I. Response to Literature
<b>Big Idea: Speaking and Listening</b> I. Oral presentation II. Film III. Audio Recordings II. Collaborative Discussions	<b>Big Idea: Conventions and Vocabulary</b> I. Definitions II. Choosing the Right Word III. Completing the Sentence

**Quarter III**

**Big Idea: Literature and informational Text**

- I. Greek Mythology
- II. Expository Essay

**Big Idea: Writing**

- I. Expository Essay
- II. Open Ended essay
- III. Response to Literature

**Big Idea: Speaking and Listening**

- I. Oral presentation
- II. Film
- III. Audio Recordings
- IV. Collaborative Discussions

**Big Idea: Conventions and Vocabulary**

- I. Definitions
- II. Choosing the Right Word
- III. Completing the Sentence

**Quarter IV**

**Big Idea: Literature and Informational Text**

- I. Drama
- II. Poetry

**Big Idea: Writing**

- I. Expository Essay
- II. Open Ended essay
- III. Response to Literature

**Big Idea: Speaking and Listening**

- I. Oral presentation
- II. Film
- III. Audio Recordings
- IV. Collaborative Discussions

**Big Idea: Conventions and Vocabulary**

- I. Definitions
- II. Choosing the Right Word
- III. Completing the Sentence

Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> English I/Grade 9	<b>Big Idea: Literature and Informational Text</b>	
		Topic: Genres in Literature- Reading	
		<b>Overarching Goals:</b> <b>(1) The Overarching Goals:</b>	
		<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
		<b>students will be able to understand how social issues influence works of fiction and nonfiction.</b> <b>Goal 1: The student will be able to communicate ideas in various ideas in various modes of discourse and critically analyze his/her work.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<b>1.1. &lt;Enter objectives here.&gt;</b> <ul style="list-style-type: none"> <li>• . RL.9-10 1.The student will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RL.9-10.3The student will be able to analyze how complex characters develop over the course of the text.</li> <li>• RL.9-10.2The student will determine a theme or central idea of a text</li> <li>• RL.9-10.7The students will be able to analyze various accounts of a subject told in different mediums.</li> <li>• RL.9-10.6 The students will be able to determine an author's purpose of view or purpose in a text and analyze how the author uses rhetoric.</li> <li>• RL.9-10.9 The students will be</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <b>Essential Questions:</b> <b>What is the text trying to say and what inferences can be drawn from the text?</b> What makes a great story? Why read fiction? Does literature reflect or shape culture? How do you decide what the theme is? Do we need mythology? What things make a character complex such as flat or round? How does Shakespeare use language apart from other writers to make him stand out? What are the components of a tragedy and how are they used in a play? What are the themes or central ideas in a fictional novel? How do analyzing historical pieces of literature show historical literary significance?	<b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b> <b>&lt;Enter learning activities and assessment models here.&gt;</b> <b>Learning Activities:</b> <b>Review questions for short stories such as "Most Dangerous Game"</b> <b>Class discussions</b> <b>Literature circles for novel Of Mice and Men.</b> <b>Acting out scenes in front of class for play Romeo and Juliet</b> <b>Research projects for Greek Mythology</b> <b>Plot a story map for short story</b> <b>Create time-lines</b> <b>Write poetry</b>



<p>able to analyze seminal U.S. documents of historical literary significance.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Enduring Understandings:</b></p> <p><b>Characters in literature and film possess the same or similar desires, fears, worries, etc.</b></p> <p>Literature and film are effective means of revealing issues in society.</p> <p><b>Sample Conceptual Understandings:</b></p> <p><b>Define plot, them, symbolism, characterization and other literary terms and be able to pick out examples of each term in our reading.</b></p>	<p><b>Design book covers/movie poster for short stories, plays, and novels.</b></p> <p><b>Re-write original ending</b></p> <p><b>Read different types of genres aloud in class</b></p> <p><b>Listen to audio recordings</b></p> <p><b>Read non-fiction stories in literature book.</b></p> <p><b>John Steinbeck web quest</b></p> <p><b>Shakespeare web quest</b></p> <p><b>Research Shakespeare’s England</b></p> <p><b>Research Great Depression</b></p> <p><b>Review Questions for short stories, the novel, and the play.</b></p> <p><b>Journal Entries</b></p> <p><b>Jigsaw reading strategy for longer short stories.</b></p> <p><b>Review packets for stories including Review questions for short stories such as “Most Dangerous Game”</b></p> <p><b>Class discussions</b></p> <p><b>Literature circles for novel Of Mice and Men.</b></p> <p><b>Acting out scenes in front of class for play Romeo and Juliet</b></p> <p><b>Research projects for Greek Mythology</b></p> <p><b>Plot a story map for short story</b></p> <p><b>Create time-lines</b></p> <p><b>Write poetry</b></p> <p><b>Design book covers/movie poster for short stories, plays, and novels.</b></p> <p><b>Re-write original ending</b></p> <p><b>Read different types of genres aloud in class</b></p> <p><b>Listen to audio recordings</b></p> <p><b>Assessment Models:</b></p> <p>Quizzes</p> <p>Tests</p> <p>Choice of culminating projects</p> <p>Essays</p>
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			<p>Oral Reports Research projects</p> <p><b>Additional Resources:</b> <b>Novels</b> <b>Computer searches</b> <b>Films/Audio recordings</b> <b>Librarian</b> <b>Library</b> <b>ELMO</b> <b>SMART BOARD</b> <b>Literature book</b> <b>Scope magazine</b> <b>No Fear Shakespeare copy of Romeo and Juliet</b> <b>Current events</b></p> <p><b>Computer searches</b> <b>Films/Audio recordings</b></p>
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Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> English I/Grade 9	<b>Big Idea: Writing</b>	
		Topic: Writing Forms	
		<b>Overarching Goals:</b>	
		4. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 5. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 6. Investigate, research, and synthesize information from various media sources.>	
	<b>Goal 2: The student will be able to use the appropriate form and purpose for different writing situations.</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<b>2.1. &lt;Enter objectives here.&gt;</b> <ul style="list-style-type: none"> <li>W.9-10.1The student will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>W.9-10.2Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>W.9-10.3Use narrative techniques to develop experiences, events, or characters.</li> <li>W.9-10.6 Use technology, including the Internet, to produce, publishes, and update individual or shared writing products.</li> <li>W.9-10.9 draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <b>Essential Questions:</b> <b>Why analyze different types of essays?</b> <b>Why use famous quotes in essays to support your stance?</b> <b>What makes a great narrative essay?</b> <b>What makes a great expository essay?</b>  <b>Enduring Understandings:</b> <b>Characters in literature and film possess the same or similar dreams, fears, worries, etc....</b> <b>Different types of ideas can be expressed in various types of written form.</b>  <b>Sample Conceptual Understandings:</b> <b>Students will be able to write a successful essay using terms and examples we have studied in class.</b>	<b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b> Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher. <Enter learning activities and assessment models here.> <b>Learning Activities:</b> Read examples of each type of essay Pre-writing activities Rough drafts Peer editing Final drafts Proofreading activities Narrative essay Personal narrative Cause/Effect essay Expository essay such as process essay

			<p> <b>Research projects</b>  <b>Comparison essay</b>  <b>Pet-peeve essay</b>  <b>Persuasive paragraph</b>  <b>Analyzing a theme</b>  <b>Analysis paragraph</b>  <b>Writing stories</b>  <b>Writing plays</b>  <b>Writing poems</b>  <b>Learning proofreading skills such as punctuation, mechanics, spelling, and sentence structure.</b> </p> <p> <b>Pre-writing activities</b>  <b>Rough drafts</b>  <b>Peer editing</b>  <b>Final drafts</b>  <b>Proofreading activities</b> </p> <p> <b>Assessment Models:</b>  Tests  Quizzes  Entire writing process  Modeling </p> <p> <b>Additional Resources:</b>  <b>Writing textbooks</b>  <b>Novels</b>  <b>Computer searches</b>  <b>Films/Audio recordings</b>  <b>Librarian</b>  <b>Library</b>  <b>ELMO</b> </p>
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			<p><b>SMART BOARD</b> <b>Literature book</b> <b>Scope magazine</b> <b>No Fear Shakespeare copy of Romeo and Juliet</b> <b>Current events</b></p> <p><b>samples of essays found in articles and newspapers</b></p>
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Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> English I/Grade 9	<b>Big Idea: Speaking and Listening</b>	
		Topic: Speaking and Listening	
		<b>Overarching Goals:</b>	
		7. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 8. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 9. Investigate, research, and synthesize information from various media sources.>	
		<b>educational goals from page 4.</b> <b>Goal 3: The student will be able to</b> research, speak, and analyze various speeches for main ideas and to communicate to an audience.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<p>3.1. &lt;Enter objectives here.&gt;</p> <ul style="list-style-type: none"> <li>L.9-10.1The students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L.9-10.2The students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>L.9-10.4The students will be able to demonstrate or clarify the meaning of unknown and multiple-meaning words using varying strategies.</li> <li>L.9-10.5The students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b>  <b>What makes a great speech?</b>  <b>What makes a great listener?</b>  <b>Why write a speech?</b>  <b>Do we need speech writers?</b></p> <p><b>Enduring Understandings:</b>  <b>There are various ways to express oneself through debates, films, and other oral presentations.</b>  <b>Different types of speeches have different types of purposes.</b>  <b>A speaker selects the word choice and tone to convey an idea.</b></p> <p><b>Sample Conceptual Understandings:</b>  <b>Students will be able to express themselves in front of</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b>  <b>Listen to famous speeches such as “I Have a Dream”</b>  <b>Critique famous speeches such as “ I Have a Dream”</b>  <b>Watch films of short stories, plays, and novels we have read in class such as The Odyssey and Romeo and Juliet.</b>  <b>Oral reports</b>  <b>Dramatic readings of different types of genres.</b>  <b>Class discussions</b>  <b>Oral presentations</b></p>

		<p>different audiences and for different purposes.</p>	<p>Listen to audio cassettes of short stories  Listen to audio cassettes of the novel  Listen to audiocassettes of the play  Present different projects to the class  Literature circles for the novel, non-fiction articles, and the play  Analyze speeches in the literature book and answer review questions about them.</p> <p>listen to famous speeches such as “I Have a Dream”  Critique famous speeches such as “ I Have a Dream”  Watch films of short stories, plays, and novels we have read in class such as The Odyssey and Romeo and Juliet.  Oral reports  Dramatic readings of different types of genres.  Class discussions  Oral presentations</p> <p><b>Assessment Models:</b>  Outlines for speeches  Research for speeches  Test grades on speeches  Test grades on debates  Test grades for oral presentations</p> <p><b>Additional Resources:</b>  Audio recordings of speeches  Listen to famous speeches such as “I Have a Dream”  Critique famous speeches such as “ I Have a Dream”  Watch films of short stories, plays, and novels we have read in class such as The Odyssey and</p>
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			<p><b>Romeo and Juliet.</b></p> <p><b>Oral reports</b></p> <p><b>Dramatic readings of different types of genres.</b></p> <p><b>Class discussions</b></p> <p><b>Oral presentations</b></p> <p><b>Listen to audio cassettes of short stories</b></p> <p><b>Listen to audio cassettes of the novel</b></p> <p><b>Listen to audiocassettes of the play</b></p> <p><b>Present different projects to the class</b></p> <p><b>Literature circles for the novel, non-fiction articles, and the play</b></p> <p><b>Analyze speeches in the literature book and answer review questions about them.</b></p> <p><b>copies of famous speeches</b></p> <p><b>Films on topics we covered in class</b></p>
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Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> English I/Grade 9	<b>Big Idea: Conventions and Vocabulary</b>	
		<b>Topic: Conventions and Vocabulary</b>	
		<b>Overarching Goals:</b>	
		10. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 11. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 12. Investigate, research, and synthesize information from various media sources.>	
		<b>See are the educational goals from page 4.</b>	
		<b>Goal 4: The student will be able to differentiate between synonyms and antonyms, choose the right word to complete a sentence, define the vocabulary words in a lesson, and read a literary piece and use vocabulary words.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<b>4.1. &lt;Enter objectives here.&gt;</b> <ul style="list-style-type: none"> <li>L.9-10.1The students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L.9-10.2The students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>L.9-10.4The students will be able to demonstrate or clarifying the meaning of unknown and multiple-meaning words using varying strategies.</li> <li>L.9-10.5The students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p> <p>Why is it important to have a good sense of vocabulary words?</p> <p>Do we need to study vocabulary words in an isolated manner?</p> <p>Why learn vocabulary words including spelling and definitions?</p> <p><b>Enduring Understandings:</b></p> <p>Be able to use knowledge of root words to learn new vocabulary words.</p> <p>Differentiate between synonyms and antonyms.</p> <p>Use knowledge of prefixes and suffixes to learn new vocabulary words.</p> <p>Difference between connotation and denotation.</p> <p><b>Sample Conceptual Understandings:</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p> <p><b>Completing various exercises such as</b> Complete grammar activities in context</p> <p>Complete grammar exercises at the end of short stories in the literature book.</p> <p>Complete grammar activities in teacher resource book for literature book.</p> <p>Complete grammar exercises in grammar textbook</p> <p>Daily warm-up exercises.</p> <p><b>“Completing the Sentence”, “Synonyms”, “Antonyms”, “Choosing the Right Word”, and</b></p>

		<p><b>Supplying words in context.</b>  <b>Using a dictionary to complete various exercises.</b>  <b>The difference between literal and figurative language.</b></p>	<p><b>“Vocabulary in Context.”</b></p> <p><b>Assessment Models:</b>  Choosing the word that best completes each sentence.  Choosing the word that is the same or nearly the same as the vocabulary word.  Choosing the word that is most nearly the opposite of the vocabulary word.  Read a passage and choose vocabulary word that is similar to vocabulary word.  Quizzes/Tests on that lesson’s vocabulary word list.</p> <p><b>Additional Resources:</b>  <b>Literary pieces we read aloud in class that copies of famous speeches and non-fiction pieces of literature</b>  Grammar textbook  Warm-up exercises  Scope magazine  Current events  Literature textbook</p> <p><b>contain vocabulary words in vocabulary book.</b></p>
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## English I

### COURSE BENCHMARKS

**<Enter course goals below. These are those from the above pages>**

1. The students will be able to express themselves through oral presentation and active listening.

- 2. The students will be able to analyze different styles of non-fiction and fiction for theme, plot development, and other literary terms.**
- 3. The students will be able to analyze different types of written form to understand who the audience is and what the point of the written form is.**
- 4. The students will be able to decide what makes a great story and decide the author's purpose.**