

learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning, and give them confidence in their ability to see their creative ideas to completion.

Critical Thinkers

The writing process in the course demands that students write from an informed perspective, which requires them to conduct research

from large (“What will I do if I can’t get the photo I need for the girls basketball layout?”) to small (“I have to make sure I charge the camera battery tonight so I can take pictures during the lunc

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A. Objectives of Course

In this class, students will:

- **Strengthen skills in narrative and expository writing to become more effective communicators**
- **Build critical thinking skills**
- **Gain and apply a knowledge of aesthetic values in graphic design**
- **Use prior experience to implement changes that improve quality of work**
- **Learn and apply time management skills for independent and cooperative learning**
- **Become better citizens by bas**

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This course runs on a repeated three- to four-week cycle. Instructional units are not entirely linear in nature, but often recursive. Students are provided instruction on a variety of topics in class, students use class time to pursue their assignments, and many students use after-school time to finish assignments. Major instructional units include:

- *Outcome: by the end of this unit students will have a working knowledge of jargon used throughout the course. They will also use the terminology necessary for managing the course. All in all, students will be able to use their knowledge of AP style and jargon to successfully run the course by critiquing one another according to the Associated Press Stylebook and terms outlined in The Course Handbook. This unit to include, but not be limited to:*

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The Radical Write

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- *Outcome: by the end of this unit students will have a basic working knowledge of how to use primary and secondary resources as research tools. Using their knowledge gained during Unit 1, students will critique works from major magazines and newspapers using AP Style. They will also conduct write-ups to critique their own writing as well as peer writing. Through their use of*

researching tools like interviewing, students will develop stories that are a minimum of 500 words. This unit to include, but not be limited to:

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Outcome: by the end of this unit students will generate several nonfiction writings. These stories will be a minimum of 500 words and captions a minimum of 50 words and will cover newsworthy events throughout the year in a chronological order. This unit to include, but not be limited to:

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use of this photo rule. Students in the class will offer feedback they've learned using the National Scholastic Press' vocabulary for photo critiques. This not only helps students demonstrate skill in photography, but encourages healthy communication amongst the class where they are building a team. This unit to include, but not be limited to:

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- **AP style quizzes and tests:** Since the course, like an English course that uses **MLA** format, follows **AP Formatting and Style**, it is important for students to understand basic concepts related to formality and legality. These quizzes include, but are not limited to multiple choice responses, short answer essay questions, mini write-ups and error correcting.

H. Include minimal attainment for student to pass course

- **Advanced**



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