



Alignment Document
State of West Virginia
And
Aventa Learning English 4

English 4
 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
RLA	Reading and Language Arts		
RLA.S.12.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers.		
RLA.O.12.1.01	research, evaluate and critique the historical, cultural, political and biographical influences to determine the impact on literary works.	Thinking Skills	Story of an Hour
RLA.O.12.1.02	analyze, evaluate, and critique literary styles according to genre:		
RLA.O.12.1.02.a	author's use	Oedipus Rex	Cosmic Trial
		Hamlet	Final Essay
RLA.O.12.1.02.b	elements	Realism/Modernism	Wilde
RLA.O.12.1.02.c	expectations	Realism/Modernism	Comparison
RLA.O.12.1.03	extend the amount of independent reading with emphasis on American, British and World Literature, and informational texts.	Realism/Modernism	Background
RLA.O.12.1.04	incorporate appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task:		
RLA.O.12.1.04.a	rereading	Reading and Rhetoric	Reading
RLA.O.12.1.04.b	paraphrasing	Hamlet	Act V
RLA.O.12.1.04.c	questioning	Reading and Rhetoric	Reading



RLA.O.12.1.04.d	analyzing	Oedipus Rex	Cosmic Trial
		Hamlet	Final Essay
RLA.O.12.1.04.e	chunking	Thinking Skills	War is Kind
		Thinking Skills	Timed Writings
		Thinking Skills	Story of an Hour
		Reading and Rhetoric	Syntax
		Reading and Rhetoric	Figurative
		Reading and Rhetoric	Reading
		Medieval Literature	The Pardoner's Tale
		Medieval Literature	Close Reading
		Hamlet	Act I
		Hamlet	Act II
		Hamlet	Act III
		Hamlet	Act IV
		Hamlet	Act V
		Romanticism	Early Romantics
		Romanticism	Later Romantics
		Romanticism	Pre-Romantics
		Realism/Modernism	Wilde
		Realism/Modernism	Joyce
		Realism/Modernism	Comparison
		Realism/Modernism	Background
		Realism/Modernism	Crane
		Realism/Modernism	Shaw
		Realism/Modernism	Chopin
		Independent Project	Final Project
		Novel Unit	Prose Timed Writing
		Novel Unit	Discussion
RLA.O.12.1.04.f	activating prior knowledge	Thinking Skills	CSI
RLA.O.12.1.05	evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.	Realism/Modernism	Comparison
RLA.O.12.1.06	formulate, in a critique, supportable conclusions, summarize events and ideas, construct inferences and generalizations, and interpret character traits from explicit and implicit ideas.	Independent Project	Final Project
RLA.O.12.1.07	demonstrate knowledge of and evaluate literary devices:		
RLA.O.12.1.07.a	archetypes	Medieval Literature	Background
RLA.O.12.1.07.b	allegory	Reading and Rhetoric	Symbol
RLA.O.12.1.07.c	antithesis		
RLA.O.12.1.07.d	pace		



RLA.O.12.1.07.e	satire		
RLA.O.12.1.07.f	cadence	Poetry Analysis	Meter
RLA.O.12.1.07.g	scansion	Poetry Analysis	Rhyme
RLA.O.12.1.07.h	flashback	Reading and Rhetoric	Narrator
RLA.O.12.1.07.i	foreshadowing	Reading and Rhetoric	Narrator
RLA.O.12.1.07.j	Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe)	Reading and Rhetoric	Narrator
RLA.O.12.1.08	evaluate and critique a variety of texts according to content, structure, purpose, organization of text, and tone.	Independent Project	Final Project
RLA.O.12.1.09	assess the importance and effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent, purpose and style.	Thinking Skills	Brueghel
		Thinking Skills	Story of an Hour
		Oedipus Rex	Cosmic Trial
		Realism/Modernism	Comparison
RLA.O.12.1.10	use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	Realism/Modernism	Comparison
RLA.O.12.1.11	research literary criticism and evaluate its applicability to the genre being studied.	Poetry Analysis	Rhyme
RLA.O.12.1.12	analyze and evaluate persuasive language and techniques(e.g., advertisements, junk mail, web sites, news stories) for intent, purpose, audience, type (inductive or deductive) and effectiveness.		
RLA.S.12.2	Students will apply writing skills and strategies to communicate effectively for different purposes by using the writing process, applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes.		
RLA.O.12.2.01	compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	Introduction	Writing Diagnostic
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Imagery



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RLA.O.12.2.02	generate a clearly worded and effectively placed thesis statement to develop a document (e.g., composition, essay, literary critique, research paper) that has a clear, logical progression of ideas in the introduction, body, and conclusion.	Research Paper	Evaluation
RLA.O.12.2.03	identify, evaluate, and analyze information (e.g., primary and secondary sources, print and electronic media, personal interview) and recognize the concepts of intellectual property and plagiarism in all media (e.g., media copyright laws, private/public domain).	Introduction	Plagiarism
RLA.O.12.2.04	refine the research question through pre-writing strategies by considering whether the thesis claim is personally relevant, interesting and meaningful, is relevant and meaningful to the audience, is aligned with purposes and goals, is logical and can be supported within the limits of the assignment and available resources.	Research Paper	Evaluation
RLA.O.12.2.05	use, plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.	Novel Unit	Novel Assignment
		Realism/Modernism	Background
		Independent Project	Final Project
RLA.O.12.2.06	plan, develop, and write a focused research project that has a clear thesis/hypothesis and logical progression of ideas supported by relevant details with an accompanying multimedia presentation and/or Web page using an accepted format (MLA, APA, Chicago, ASA).	Novel Unit	Novel Assignment
		Research Paper	Proposal
RLA.O.12.2.07	strategically incorporate source material in a variety of ways, demonstrating a sophisticated understanding of the ethics of writing:		
RLA.O.12.2.07.a	directly quoting	Introduction	Plagiarism
RLA.O.12.2.07.b	paraphrasing	Introduction	Plagiarism
RLA.O.12.2.07.c	summarizing	Introduction	Plagiarism
		Independent Project	Final Project
RLA.O.12.2.07.d	using ellipses		



RLA.O.12.2.08	evaluate the effectiveness of and apply various forms of transition in a composition:		
RLA.O.12.2.08.a	sentence links		
RLA.O.12.2.08.b	repetition of key words or phrases		
RLA.O.12.2.08.c	restating of main/key ideas		
RLA.O.12.2.08.d	inferred transitions		
RLA.O.12.2.09	revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language:		
RLA.O.12.2.09.a	compound-complex		
RLA.O.12.2.09.b	coordination/subordination		
RLA.O.12.2.09.c	parallel structures		
RLA.O.12.2.09.d	appositives		
RLA.O.12.2.09.e	rhetorical questions		
RLA.O.12.2.09.f	word/usage/choice		
RLA.O.12.2.09.g	passive/active voice		
RLA.O.12.2.10	demonstrate use of precise vocabulary, figurative language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience:		
RLA.O.12.2.10.a	imagery	Reading and Rhetoric	Imagery
RLA.O.12.2.10.b	rhetorical question		
RLA.O.12.2.10.c	connotation/denotation	Reading and Rhetoric	Syntax
RLA.O.12.2.10.d	irony (situational, dramatic, verbal)	Medieval Literature	The Pardoner's Tale
RLA.O.12.2.10.e	setting (geographical, historical, political)	Realism/Modernism	Final Reflection Project
RLA.O.12.2.10.f	symbolism	Reading and Rhetoric	Symbol
RLA.O.12.2.10.g	extended metaphor	Reading and Rhetoric	Figurative
RLA.O.12.2.11a	use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process, integrate print and electronic tools:		
RLA.O.12.2.11.a	dictionary	Research Project	Drafting
RLA.O.12.2.11.b	thesaurus	Research Project	Drafting
RLA.O.12.2.11.c	spell check	Research Project	Drafting
RLA.O.12.2.11.d	grammar check	Research Project	Drafting
RLA.O.12.2.11.e	thesaurus	Research Project	Drafting
RLA.O.12.2.11b	Use peer editing and collaboration techniques to correct errors.	Research Paper	Drafting
RLA.O.12.2.12	use sophisticated rhetorical appeals and establish a credible authorial voice:		
RLA.O.12.2.12.a	consider knowledge and interest of audience	Introduction	Writing Diagnostic
RLA.O.12.2.12.b	establish credibility	Introduction	Writing Diagnostic



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RLA.O.12.2.12.c	use an effective organizational pattern	Oedipus Rex	Persuasive Essay
RLA.O.12.2.12.d	locate and interpret parallel structure, antithesis, and narrative pace		
RLA.O.12.2.13	compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.	Oedipus Rex	Cosmic Trial
		Hamlet	Final Essay
RLA.S.12.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
RLA.O.12.3.01	present using the transactional process of communication to include the components of speaker, listener, message, channel, feedback, and noise.	Novel Unit	Discussion
RLA.O.12.3.02	plan, organize, adapt and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, Web pages).		
RLA.O.12.3.03	adapt and use verbal and nonverbal strategies to listen for diverse purposes		
RLA.O.12.3.03.a	comprehension	Reading and Rhetoric	Figurative
RLA.O.12.3.03.b	evaluation	Romanticism	Early Romanticism
RLA.O.12.3.03.c	expression of empathy		
RLA.O.12.3.03.d	persuasion		
RLA.O.12.3.03.e	mediation	Novel Unit	Discussion
RLA.O.12.3.03.f	collaboration	Thinking Skills	War is Kind
		Hamlet	Act III
		Hamlet	Act V
		Oedipus Rex	Cosmic Trial
		Medieval Literature	The Pardoner's Tale
		Realism/Modernism	Joyce
		Introduction	Discussion Participation
		Novel Unit	Discussion
		Independent Project	Final Project
RLA.O.12.3.03.g	facilitation	Novel Unit	Discussion
RLA.O.12.3.04	critique and create examples of the wide range of purposes embedded in media communications.		
RLA.O.12.3.05	plan, compose, produce, evaluate, and revise an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.	Introduction	Writing Diagnostic
RLA.O.12.3.06	properly use private and public information.	Research Project	Drafting



SP1	Speech 1		
SP1.S.12.1	Students will recognize elements of the communications process as it applies to interpersonal and group communication.		
SP1.O.12.1.01	explain the importance of speech communication in everyday life.		
SP1.O.12.1.02	explain and give examples of the speech communication process including the following terms source, encode, message, channel, decode, receiver and feedback.		
SP1.O.12.1.03	identify forms of formal and informal communication.		
SP1.O.12.1.04	compare and contrast verbal and non-verbal communication.		
SP1.O.12.1.05	identify the four characteristics of vocalization: rate, volume, pitch and quality.		
SP1.O.12.1.06	compare and contrast hearing and listening.		
SP1.O.12.1.07	give examples of the barriers to effective listening and plan methods to overcome them.		
SP1.O.12.1.08	demonstrate strategic listening skills for comprehension by making predictions, constructing meaning beyond text, and asking questions.	Romanticism	Early Romantics
SP1.O.12.1.09	demonstrate critical listening skills by separating fact from opinion, and by identifying propaganda, distortion, and faulty reasoning.	Thinking Skills	War is Kind
SP1.O.12.1.10	evaluate the effects of cultural diversity on communication.	Romanticism	Early Romantics
SP1.O.12.1.11	recognize situations where the use of colloquialisms, dialects and slang are appropriate and inappropriate.		
SP1.O.12.1.12	identify and use rules of speech etiquette.		
SP1.O.12.1.13	discuss and assess the characteristics of effective team leaders and responsible group members.		
SP.S.12.2	Students will research topics to develop focused and coherent speeches.		
SP1.O.12.2.01	use various resources (.e.g., print media, Internet, etc.) to identify and research the main ideas about a topic.		
SP1.O.12.2.02	utilize interviewing, note-taking, and summarizing skills to gather and process information.		
SP1.O.12.2.03	use and evaluate the credibility of on-line information and other technological tools as resources following ethical and legal guidelines.		



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SP1.S.12.3	Students will recognize elements of the communications process as it applies to interpersonal and group communication.		
SP1.O.12.3.01	participate in a variety of formal and informal speaking experiences:		
SP1.O.12.3.01.a	impromptu		
SP1.O.12.3.01.b	extemporaneous		
SP1.O.12.3.01.c	manuscript		
SP1.O.12.3.01.d	introductions		
SP1.O.12.3.01.e	business calls		
SP1.O.12.3.01.f	group problem solving		
SP1.O.12.3.01.g	conflict		
SP1.O.12.3.01.h	mediation		
SP1.O.12.3.02	compare and contrast the purposes for speaking:		
SP1.O.12.3.02.a	inform		
SP1.O.12.3.02.b	persuade		
SP1.O.12.3.02.c	entertain		
SP1.O.12.3.03	analyze the criteria for the selection of a topic, select an appropriate organizational pattern with a thesis statement and interesting introduction and conclusion, develop a clear, logical progression of ideas using main points, supporting details and a variety of transitional devices.		
SP1.O.12.3.04	recognize and explain the differences between written and spoken language.		
SP1.O.12.3.05	use verbal skills and model standard American English effectively (e.g., diction, articulation, pronunciation, vocal control).		
SP1.O.12.3.06	use non-verbal skills effectively (e.g., eye contact, facial expressions, gestures, posture, body movement, dress).		
SP1.O.12.3.07	utilize appropriate technology to record presentations for self-assessment, to prepare and edit text (e.g., Power Point, word processing, Excel, Paint, PhotoShop) to create visual aids, etc.		
SP1.O.12.3.08	demonstrate the vocalization process using the following terms: generators, resonators and articulators of sound.		



JN	Journalism		
JN.S.12.1	Students will recognize elements of the communications process as it applies to interpersonal and group communication.		
JN.O.12.1.01	evaluate the role of journalism and its impact on society, including parallels between journalistic history and the country's political and social history.		
JN.O.12.1.02	analyze the changes in mass communication caused by the widespread use of technology.		
JN.O.12.1.03	read, critique, and analyze key press legal issues in professional and scholastic publications (e.g., censorship, prior restraint, libel, slander, privacy).		
JN.O.12.1.04	know and apply the rights, responsibilities, and ethics of journalists as defined in the Journalists' Code of Ethics and other publication policies.		
JN.O.12.1.05	expand vocabulary to include specialized journalism terms (e.g., captions, masthead, column inches, storyboard, framing).		
JN.O.12.1.06	identify and evaluate parts of stories (e.g., lead, body, conclusion, quote).		
JN.O.12.1.07	identify and integrate contemporary principles of layout and design in a newspaper, yearbook, magazine, broadcast story board and/or advertisement.		
JN.O.12.1.08	classify the elements of photo composition (dominance, texture, angle of view, contrast, rule of thirds, leading lines, framing devices), and explain the storytelling ability of a photograph.		
JN.O.12.1.09	compile, synthesize, produce and disseminate information using technology.		
JN.S.12.2	Students will use speaking and listening skills to accurately retrieve and evaluate information.		
JN.O.12.2.01	use appropriate listening and speaking skills (e.g., make eye contact, speak clearly, use phone etiquette).		
JN.O.12.2.02	prepare and conduct interviews following correct procedures (e.g., identify self and publication, state purpose, ask open-ended questions).		
JN.O.12.2.03	listen for bias and/or authority to probe and evaluate the reliability of sources, identify and interpret a source's message and intent, and accurately record direct and indirect quotations.		



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JN.O.12.2.04	legally and ethically gather information from a variety of sources, (e.g., interviews, polls, surveys, electronic media, questionnaires) using one source to check another.		
JN.S.12.3	Students will organize information in a vivid, focused, accurate and coherent manner using journalistic style rules and news judgment.		
JN.O.12.3.01	model appropriate journalistic writing that is focused and coherent (e.g., inverted pyramid for a news story, hour glass model, various audio and video scripting formats) to address specific writing purposes (e.g., news, editorial, feature, sports, column, advertising) and multiple audiences.		
JN.O.12.3.02	demonstrate news judgment by analyzing the elements of news as they relate to stories (e.g., timeliness, proximity, human interest, balance, prominence, conflict).		
JN.O.12.3.03	select words that are vivid, precise and economical, use a variety of transitional devices, vary syntax and sentence structure.		
JN.O.12.3.04	organize information to include the 5W's and an "H" (who, what, when, where, why and how) as they apply to a story, write various types of leads (e.g., narrative, direct quotation, question, summary) and creative and accurate headlines and captions.		
JN.O.12.3.05	integrate accurately written facts, quotations, attributions, paraphrases and interpretations into copy while respecting intellectual property rights:		
JN.O.12.3.05.a	copyrights		
JN.O.12.3.05.b	plagiarism		
JN.O.12.3.06	use persuasive language and techniques appropriately:		
JN.O.12.3.06.a	distinguish fact from opinion for editorials, news stories and advertising		
JN.O.12.3.06.b	recognize a source's authority, special interest, propaganda and bias		
JN.O.12.3.07	use editing strategies and journalistic style rules to correct grammatical, spelling and style errors (e.g., punctuation, capitalization, sentence structure), use word processing programs to prepare and edit text, and apply specialized jargon appropriately (e.g., sports, technology).		



JN.S.12.4	Students will perform journalistic business responsibly and collaboratively.		
JN.O.12.4.01	work collaboratively and cooperatively (e.g., teamwork, problem solving, brainstorming) to perform assigned duties such as meeting deadlines, completing assignments, organizing materials and checking sources, responsibly and professionally, to define leadership and management roles and respect the authority of the people in those roles:		
JN.O.12.4.01.a	editors		
JN.O.12.4.01.b	business managers		
JN.O.12.4.01.c	production managers		
JN.O.12.4.01.d	news directors		
JN.O.12.4.02	examine the business and advertising aspects of journalism.		
JN.O.12.4.03	analyze effective advertising and conduct market research.		
JN.O.12.4.04	utilize effective circulation and sound financial record-keeping methods.		
JN.O.12.4.05	evaluate career opportunities in journalism and the required training/education for those careers.		
JN.S.12.5	Students will plan and publish a school newspaper using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for newspaper production.		
JN.O.12.5.01	collaborate as a staff to determine publication content, policy, size, design, budget and circulation, to understand and perform duties of assigned staff positions, to establish and cover beats, to assign stories, photographs and advertisements, and to set and meet deadlines.		
JN.O.12.5.02	design page layouts using desktop software for page design.		
JN.O.12.5.03	prepare and edit camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).		
JN.O.12.5.04	sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan) and create effective advertisements.		
JN.O.12.5.05	apply effective circulation and sound financial record-keeping methods:		
JN.O.12.5.05.a	subscriptions		
JN.O.12.5.05.b	advertising		



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JN.O.12.5.05.c	supplies		
JN.O.12.5.06	evaluate finished publication through feedback from staff and audience after distribution to an audience.		
JN.S.12.6	Students will plan and publish a school yearbook using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for yearbook production.		
JN.O.12.6.01	collaborate as a staff to determine publication content, policy, size, design, budget and circulation, understand and perform duties of assigned staff positions, and design page layouts.		
JN.O.12.6.02	prepare and edit camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission), and correct page proofs from printer for re-submission.		
JN.O.12.6.03	sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan), create effective advertisements, and apply effective circulation and sound financial record-keeping methods:		
JN.O.12.6.03.a	subscriptions		
JN.O.12.6.03.b	advertising		
JN.O.12.6.03.c	supplies		
JN.O.12.6.04	evaluate finished publication through feedback from staff and audience after distribution.		
JN.S.12.7	Students will plan and publish broadcasts using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for broadcasting.		
JN.O.12.7.01	organize and participate in pre-production meetings to plan content, production schedules, staff positions, etc.		
JN.O.12.7.02	perform duties of various staff positions (e.g., director, anchor, technical director, floor manager), in both leadership and non leadership roles.		
JN.O.12.7.03	follow various script and log formats to produce projects.		
JN.O.12.7.04	using available technology to create desired products or programs that demonstrate various audio and video techniques (e.g., dubbing, angles, shots, focus, movement, framing).		
JN.O.12.7.05	develop and apply skills related to the role of talent in a production:		
JN.O.12.7.05.a	camera and microphone consciousness		



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JN.O.12.7.05.b	script use		
JN.O.12.7.05.c	dress		
JN.O.12.7.05.d	make-up		
JN.O.12.7.05.e	speaking skills		
JN.O.12.7.06	apply proper staging principles for both studio and location shots, and design and execute effective lighting for video shoots.		
JN.S.12.8	Students will report events and ideas through photography using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for photojournalism.		
JN.O.12.8.01	integrate available equipment (e.g., digital camera, 35 mm camera, darkroom equipment), focal lenses (e.g., telephoto, wide angle, normal, zoom), and software (PhotoShop, HiJaak, Illustrator, InDesign, etc.) to create a product.		
JN.O.12.8.02	correctly use terminology associated with 35 mm photography (e.g., aperture, F-stop, depth of field, shutter speed, film speed).		
JN.O.12.8.03	shoot pictures as assigned, select photographs for their storytelling value and visual quality, and gather and write information to complete the storytelling effect of pictures.		
JN.O.12.8.04	process and print black and white film and process and use contact sheets to analyze shots:		
JN.O.12.8.04.a	composition		
JN.O.12.8.04.b	negative damage		
JN.O.12.8.04.c	cropping		
JN.O.12.8.04.d	density		
JN.S.12.9	Students will use technology to publish information in a wide variety of formats using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for desktop publishing.		
JN.O.12.9.01	use desktop publishing terminology correctly.		
JN.O.12.9.02	use available technology to work with images (e.g., digital cameras, scanners, publication software) and use software tools to create a publication:		
JN.O.12.9.02.a	insert and resize art and copy		
JN.O.12.9.02.b	moving objects		
JN.O.12.9.02.c	aligning and grouping images		
JN.O.12.9.02.d	layering objects		
JN.O.12.9.02.e	rotating objects		



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JN.O.12.9.03	create a variety of publications (e.g., pamphlets, magazines, advertisements, web pages, business cards, memo forms, newsletters) complying with copyright and patent laws and licensing agreements.		
JN.S.12.10	Students will develop and maintain positive working relationships among people within the school and between the school and community using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for public relations.		
JN.O.12.10.01	plan promotions, write press releases for the school, and distribute them to local print and broadcast media to promote the school.		
JN.O.12.10.02	design, write, produce, and disseminate the school's newsletter, web page, and archives.		
JN.O.12.10.03	serve as a liaison for the school and the community (e.g., internal communications, brochures, calendars, publicity).		