

# Crawfordsville High School | Curriculum & Pacing Guide

<b>Department:</b> English Language Arts			
<b>Course:</b> Yearbook	<b>Grade:</b> 9-12	<b>Quarter:</b> 1 of 4	<b>Last Updated:</b> 3/4/24 (Sims)

<b>Unit:</b>	<b>Student Media Standards:</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Orientation (1 week)	SMED.5.1 (work in cycle) SMED.6.1 (create organizational model) SMED.6.2 (create job descriptions)	<ul style="list-style-type: none"> <li>Review course description</li> <li>Review and sign Josten's agreements and expectations</li> <li>Organize last year's yearbooks</li> <li>Set up photo schedule</li> </ul>	<ul style="list-style-type: none"> <li>Turn in Josten's student contract and liability paperwork</li> </ul>
Organizing (1 week)	SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle) SMED.6.5 (business plans)	<ul style="list-style-type: none"> <li>Distribute last year's yearbooks</li> <li>Introduce marketing materials for sales</li> <li>Begin ad campaign</li> <li>Set up promotional materials for yearbook sales</li> </ul>	<ul style="list-style-type: none"> <li>Participate in yearbook distribution</li> <li>Participate in sales and marketing events</li> </ul>
Launch (1 week)	SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle) SMED.6.4 (understand resources)	<ul style="list-style-type: none"> <li>Sell yearbooks at lunch</li> <li>Josten's programming orientation</li> <li>Scavenger hunt for photospread formatting</li> </ul>	<ul style="list-style-type: none"> <li>Participate in sales and marketing events</li> <li>Complete photospread template</li> </ul>
Getting Started (1 week)	SMED.3.1 (discuss ideas for media coverage) SMED.2.4 (identify ethical principles) SMED.3.1 (discuss ideas for media coverage) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content)	<ul style="list-style-type: none"> <li>Review interviewing questions procedures and techniques</li> <li>Complete mock interviews</li> <li>Assign spreads for fall (Dec. 1st deadline)</li> <li>Start set-up for spreads</li> </ul>	<ul style="list-style-type: none"> <li>Create plan for fall spreads</li> <li>Complete practice interviews</li> </ul>

Unit:	Student Media Standards:	Suggested Texts and Activities:	Assessments:
	SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle) SMED.6.3 (apply First Amendment)		
Q1 spread work (4-5 weeks)	SMED.3.1 (discuss ideas for media coverage) SMED.3.5 (interview) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content) SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle)	<ul style="list-style-type: none"> <li>● Photograph events</li> <li>● Download and edit photos</li> <li>● Develop spreads</li> <li>● Tag pictures</li> <li>● Conduct interviews</li> <li>● Write spread copy</li> <li>● Edit and revise spreads</li> <li>● Call businesses and sell ads for marketing campaign</li> </ul>	<ul style="list-style-type: none"> <li>● Produce completed spreads</li> <li>● Participate in sales and marketing events</li> <li>● Attend Josten's training on design elements</li> <li>● Design cover and theme</li> </ul>

<b>Department:</b> English Language Arts			
<b>Course:</b> Yearbook	<b>Grade:</b> 9-12	<b>Quarter:</b> 2 of 4	<b>Last Updated:</b> 3/4/24 (Sims)

<b>Unit:</b>	<b>Student Media Standards:</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Q2 Part 1 (4-5 weeks)	SMED.3.1 (discuss ideas for media coverage) SMED.3.5 (interview) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content) SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle)	<ul style="list-style-type: none"> <li>• Conduct interviews for spreads</li> <li>• Review email etiquette</li> <li>• Photograph events</li> <li>• Download and edit photos</li> <li>• Develop spreads</li> <li>• Tag pictures</li> <li>• Write spread copy</li> <li>• Edit and revise spreads</li> <li>• Call businesses and sell ads for marketing campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Set up and conduct formal interviews</li> <li>• Create announcements</li> <li>• Follow-up on interviews and exchanges</li> <li>• Produce completed spreads</li> <li>• Participate in sales and marketing events</li> </ul>
Q2 Part 2 (4-5 weeks)	SMED.3.5 (interview) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content) SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle)	<ul style="list-style-type: none"> <li>• Photograph events</li> <li>• Download and edit photos</li> <li>• Develop spreads</li> <li>• Tag pictures</li> <li>• Write spread copy</li> <li>• Edit and revise spreads</li> <li>• Call businesses and sell ads for marketing campaign</li> <li>• Promote Black Friday sale</li> </ul>	<ul style="list-style-type: none"> <li>• Create announcements</li> <li>• Create and distribute promotional materials</li> <li>• Follow-up on interviews and exchanges</li> <li>• Produce completed spreads</li> <li>• Participate in sales and marketing events</li> <li>• Finalize fall spreads</li> </ul>

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<b>Unit:</b>	<b>Student Media Standards:</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Q3 Part 1 (4-5 weeks)	SMED.3.1 (discuss ideas for media coverage) SMED.3.5 (interview) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content) SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle)	<ul style="list-style-type: none"> <li>• Photograph events</li> <li>• Download and edit photos</li> <li>• Develop spreads</li> <li>• Tag pictures</li> <li>• Write spread copy</li> <li>• Edit and revise spreads</li> <li>• Create marketing campaign for senior ads</li> </ul>	<ul style="list-style-type: none"> <li>• Create announcements</li> <li>• Follow-up on interviews and exchanges</li> <li>• Produce completed spreads</li> <li>• Participate in sales and marketing events</li> <li>• Place purchased ads in spreads</li> </ul>
Q3 Part 2 (4-5 weeks)	SMED.3.5 (interview) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content) SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle)	<ul style="list-style-type: none"> <li>• Conduct interviews for spreads</li> <li>• Photograph events</li> <li>• Plan and conduct club photos</li> <li>• Download and edit photos</li> <li>• Develop spreads</li> <li>• Tag pictures</li> <li>• Write spread copy</li> <li>• Edit and revise spreads</li> <li>• Conduct marketing campaign for senior ads</li> </ul>	<ul style="list-style-type: none"> <li>• Set up and conduct formal interviews</li> <li>• Finalize club photos</li> <li>• Create announcements</li> <li>• Create and distribute promotional materials</li> <li>• Follow-up on interviews and exchanges</li> <li>• Produce completed spreads</li> <li>• Participate in sales and marketing events</li> <li>• Finalize winter spreads</li> <li>• Create Form for Senior Superlatives</li> </ul>

<b>Department:</b> English Language Arts			
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<b>Unit:</b>	<b>Student Media Standards:</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Q4 Part 1 (4-5 weeks)	SMED.3.1 (discuss ideas for media coverage) SMED.3.5 (interview) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content) SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle)	<ul style="list-style-type: none"> <li>• Photograph events</li> <li>• Download and edit photos</li> <li>• Develop spreads</li> <li>• Tag pictures</li> <li>• Write spread copy</li> <li>• Edit and revise spreads</li> <li>• Plan coverage for end-of-year events</li> <li>• Follow up on ad purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Create announcements</li> <li>• Follow-up on interviews and exchanges</li> <li>• Produce completed spreads</li> <li>• Participate in sales and marketing events</li> <li>• Create any finalized ads</li> <li>• Place purchased ads in spreads</li> <li>• Complete Senior Superlative spreads</li> <li>• Complete speciality spreads</li> </ul>
Q4 Part 2 (4-5 weeks)	SMED.3.5 (interview) SMED.3.6 (citing sources) SMED.4.1 (choose medium) SMED.4.2 (select and use journalistic format) SMED.4.3 (establish tone) SMED.4.4 (revise content) SMED.4.5 (revise style) SMED.4.6 (revise communication) SMED.4.7 (use style manual) SMED.5.1 (work in cycle) SMED.5.2 (analyze media from cycle)	<ul style="list-style-type: none"> <li>• Conduct interviews for spreads</li> <li>• Photograph events</li> <li>• Plan and conduct club photos</li> <li>• Download and edit photos</li> <li>• Develop spreads</li> <li>• Tag pictures</li> <li>• Write spread copy</li> <li>• Edit and revise spreads</li> <li>• Photograph end-of-year events</li> </ul>	<ul style="list-style-type: none"> <li>• Set up and conduct formal interviews</li> <li>• Create announcements</li> <li>• Create and distribute promotional materials</li> <li>• Follow-up on interviews and exchanges</li> <li>• Produce completed spreads</li> <li>• Finalize all advertisement</li> <li>• Index the yearbook</li> <li>• Complete final page ladder edit</li> <li>• Finalize yearbook</li> <li>• Recruit future staff</li> </ul>

**Student Media: 9-12  
Standards 2020**

**Journalistic Perspectives:** Students understand the history, development, and function of a free and independent press in the United States.

SMED.1.1 (impact of First Amendment)	Evaluate the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States.	
SMED.1.2 (journalistic developments)	Evaluate and analyze journalistic developments in the independent press.	
SMED.1.3 (analyze role of scholastic journalism)	Analyze the function or role of scholastic journalism in secondary schools in the United States.	

**Legal and Ethical Principles of Journalism:** Students understand and apply knowledge of legal and ethical principles related to the functioning of journalism.

SMED.2.1 (effect of law on student media)	Analyze the effect on student media of the First Amendment, the Bill of Rights, the Indiana State Constitution, new legislation for student expression, relevant state court decisions and relevant Supreme Court decisions.	
SMED.2.2 (responsibilities of media)	Identify the responsibilities of the media to maintain accuracy, balance, fairness, objectivity and truthfulness.	
SMED.2.3 (legal boundaries and concepts)	Describe and apply knowledge of the legal boundaries and concepts affecting journalism that include: <ul style="list-style-type: none"> <li>● censorship and obscenity,</li> <li>● copyright,</li> <li>● libel and slander,</li> <li>● prior review,</li> <li>● retraction,</li> <li>● FERPA, and</li> <li>● student expression.</li> </ul>	
SMED.2.4 (identify ethical principles)	Identify essential ethical principles guiding journalists to maintain integrity in their work, which include recognizing: <ol style="list-style-type: none"> <li>a. confidentiality,</li> <li>b. fabrication,</li> <li>c. photo-manipulation,</li> <li>d. off-the-record remarks,</li> <li>e. plagiarism, and</li> <li>f. use of anonymous sources.</li> </ol>	

SMED.2.5 (analyze effect of ethical principles)	Analyze, evaluate, and/or apply how ethical responsibilities and principles affect reporting.	
SMED.2.6 (apply of ethical principles)	Analyze, evaluate, and/or apply ethical guidelines from relevant and credible student and professional organizations.	
SMED.2.7 (analyze articles for guidelines)	Analyze and/or evaluate how ethical guidelines are reflected in a variety of articles and commentaries both professional and scholastic.	
<b>Media Content Development Process:</b> Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.		
SMED.3.1 (discuss ideas for media coverage)	Discuss ideas for media coverage with classmates, teachers, other journalists, or community members.	
SMED.3.2 (identify relevant issues)	Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.	
SMED.3.3 (compare and contrast coverage)	Compare and contrast quality journalistic coverage in professional and student media that can serve as models.	
SMED.3.4 (evaluate sources)	Identify and evaluate credible, relevant print and non-print information sources that include the following: a. interviews, b. observations and on-the-scene reports, c. primary and secondary sources, d. records, e. public documents, f. reference works, g. database information, and h. Internet sources.	
SMED.3.5 (interview)	Ask clear interview questions to guide a balanced and unbiased information gathering process that includes the following: a. researching background information, b. formulating questions that elicit valuable information, c. observing and recording details during the interview, d. effectively concluding the interview, e. double-checking information before writing the story, and f. keeping dated notes or interview records on file.	
SMED.3.6 (citing sources)	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.	

<b>Media Content Creation:</b> Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.		
SMED.4.1 (choose medium)	<p>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</p> <p>Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.)</p> <ol style="list-style-type: none"> <li>uses effective display text (headline, title, summary deck, combination,</li> <li>uses a variety of creative leads,</li> <li>contains adequate information from credible sources and cites sources of information correctly,</li> <li>narrates events accurately including their significance to the audience,</li> <li>includes appropriate quotations and proper attribution,</li> <li>describes specific incidents, and actions, with sufficient detail,</li> <li>follows standard journalistic language and format conventions, and</li> <li>uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.</li> </ol> <p>Photography</p> <ol style="list-style-type: none"> <li>demonstrates elements of photo composition,</li> <li>includes well-written captions that contain adequate information from credible sources,</li> <li>demonstrates a clear newsworthy focus,</li> <li>demonstrates knowledge of post-production editing (cropping, lighting adjustment, etc.), and</li> <li>follows legal and ethical guidelines.</li> </ol> <p>Graphics</p> <ol style="list-style-type: none"> <li>use effective display text (headline, title, summary deck, combination,</li> <li>contain adequate information from credible sources and cite those sources correctly,</li> <li>include appropriate and proper source attribution,</li> <li>describe specific incidents and actions with sufficient detail, and</li> <li>follow standard journalistic language and format conventions.</li> </ol> <p>Video/Audio</p> <ol style="list-style-type: none"> <li>writing style is writing “for the ear,”</li> <li>uses effective display text (title, lower thirds),</li> <li>demonstrates knowledge of various shot types (interview, B-roll, standup) and composition,</li> </ol>	

	<p>d. contains adequate information from credible sources and cites those sources correctly,</p> <p>e. demonstrates a clear newsworthy focus,</p> <p>f. demonstrates knowledge of post-production editing,</p> <p>g. follows standard journalistic language and format conventions,</p> <p>h. uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences, and</p> <p>i. follows legal and ethical guidelines, including those for live broadcasting, where FCC regulations are different from websites and print.</p> <p>Other Multimedia</p> <p>a. use effective display text (headline, title, summary deck, combination)</p> <p>b. contain adequate information from credible sources and cite those sources correctly,</p> <p>c. describe specific incidents and actions with sufficient detail,</p> <p>d. use concise and lively language for different formats, and</p> <p>e. follow standard journalistic language and format convention.</p>	
SMED.4.2 (select and use journalistic format)	Select and use an appropriate journalistic format to inform, educate, entertain, and/or persuade.	
SMED.4.3 (establish tone)	Use language effectively to establish a specific tone.	
SMED.4.4 (revise content)	Evaluate and revise the content of coverage for accuracy, meaning, clarity, and purpose.	
SMED.4.5 (revise style)	Revise and edit content to improve variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.	
SMED.4.6 (revise communication)	Revise and edit content to ensure effective, grammatically correct communication.	
SMED.4.7 (use style manual)	Use Associated Press style and the appropriate style manual customized for a local school setting.	
<b>Student Media Production Cycles:</b> Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.		
SMED.5.1 (work in cycle)	<p>Work within a production cycle for media that includes:</p> <p>a. developing content for a variety of stories including features, news, opinions, and/or sports,</p>	

	<ul style="list-style-type: none"> <li>b. gathering information (interviewing, researching, observing, etc.),</li> <li>c. submitting rough drafts, edits, and final drafts,</li> <li>d. designing or finalizing media content,</li> <li>e. distributing content, and</li> <li>f. critiquing content and improving future content based on feedback.</li> </ul>	
SMED.5.2 (analyze media from cycle)	<p>Analyze and critique media created during the production cycle based on criteria that include:</p> <ul style="list-style-type: none"> <li>a. content and coverage of features, news, opinions, and sports,</li> <li>b. overall media product including design, written content, photography, graphics, video, audio, and multimedia content,</li> <li>c. advertising and public relations, and</li> <li>d. media quality.</li> </ul>	
<b>Media Leadership and Career Development:</b> Students understand the organization, economics, and management of media staff. They explore career paths and further educational opportunities in journalism.		
SMED.6.1 (create organizational model)	Create an effective organizational model for the day-to-day work and year-long goals of the media staff.	
SMED.6.2 (create job descriptions)	Create a document with job descriptions for the roles of members of the media staff.	
SMED.6.3 (apply First Amendment)	Apply the rights and responsibilities guaranteed by the First Amendment in managing a media staff.	
SMED.6.4 (understand resources)	Understand available resources (including financial, technology, and outside sources) that enable production of content.	
SMED.6.5 (business plans)	Create and implement business plans that help students engage in sales, advertising, and fundraising options to financially support the student media program including printing, equipment, memberships, conferences, and other program related expenses.	
<b>Media Leadership and Career Development:</b> Students understand the organization, economics, and management of media staff. They explore career paths and further educational opportunities in journalism.		
SMED.6.6 (analyze careers)	Analyze the careers of noted journalists and how they impacted the field.	
SMED.6.7 (create portfolios)	<p>Create portfolios (print or non-print) that include</p> <ul style="list-style-type: none"> <li>a. personal narrative summary of high school experience,</li> <li>b. resumes or career goal statements,</li> <li>c. letters of recommendation,</li> <li>d. samples of best clips or work, and</li> </ul>	

	e. recognitions, awards, certificates, or testimonials.	
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