



Broadcast Journalism Curriculum

Board Approved: 02/19/2026

Course Information

High School Semester course

Course Description:

The student will explore all aspects of digital non-fiction writing and speaking, focusing heavily on persuasive writing, broadcast writing, and writing for emergent media. Research, reading, news/media literacy, and the study of media law and ethics will be other main components of this course. The student will follow the writing process as it pertains to planning and reflecting upon their work. This course is recommended before taking Newspaper Production or Yearbook Production.

Transfer Goals:

- Understand the impact of storytelling and reporting in digital media and how that can be used to enhance publications.
- Demonstrate the ability to adhere to media law and ethics.
- Understand how to tell different stories (news/sports, feature, opinion) through digital media using a variety of technologies
- Demonstrate understanding of how to effectively and ethically report different types of stories for different media using a variety of technologies
- Demonstrate proficiency in current best practices of the journalism profession, current technology, and emerging media.

Curriculum Standards: [DESE Missouri Learning Standards 2016](#)

priority standards indicated in **bold*

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Unit 1: Media Literacy and Broadcast Fundamentals

Timeframe: 3 weeks

Unit Description: In this unit, students will explore the qualities that define media literacy. Students will compare and contrast student press rights with professional press rights. Students will evaluate videos and discover the qualities that contribute to their overall effectiveness. Lastly, students will determine how ethics and professional responsibility come into play when making a video.

Enduring Understandings:

- Responsible journalism helps audiences make informed decisions and actively engage in a democratic society.
- Journalists have ethical and legal responsibilities that guide accurate, fair, and respectful reporting.
- Professional standards and newsroom practices influence the credibility and overall quality of media content.
- Media messages shape public perception and can have significant cultural, political, and social impacts.

Essential Questions:

- How does journalism influence the way people think, act, and engage with society?
- What ethical and legal responsibilities guide journalists in producing fair and accurate reporting?
- How do professional standards and practices affect the credibility and quality of the media?
- In what ways do media messages shape public perception and impact social change?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL3A	<ul style="list-style-type: none"> • I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).
RI1A	<ul style="list-style-type: none"> • I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI2A	<ul style="list-style-type: none"> • I can analyze how an author's choices concerning how to structure a text or sequence information impact the reader.
RI1B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • I can analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**priority standards indicated in bold*

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<u>RI3B</u>	<ul style="list-style-type: none"> ● I can analyze a complex set of ideas or a sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<u>W1A</u>	<ul style="list-style-type: none"> ● I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. ● I can write to convey my purpose or message and keep an objective tone, and present both sides while writing arguments. ● I can write work that has one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources. ● I can write work that has an effective beginning, middle, and end that the reader can easily follow. ● I can use the most up-to-date and accurate information as evidence ● I can pay careful attention to word choice in order to create a certain tone that effectively gets the idea across to the reader.
<u>W2A</u>	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. ● I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<u>SL1A</u>	<ul style="list-style-type: none"> ● I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<u>SL2A</u>	<ul style="list-style-type: none"> ● I can speak audibly and to the point, using conventions of language as appropriate to the task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
<u>SL2B</u>	<ul style="list-style-type: none"> ● I can make consistent eye contact with a range of listeners when speaking, using a range of gestures or movements to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
<u>SL2C</u>	<ul style="list-style-type: none"> ● I can plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest, conveying a clear and distinct perspective.

**priority standards indicated in bold*

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Unit 2: Research and Interview Skills

Timeframe: 6 weeks

Unit Description: In this unit, students will learn the basics of interviewing. Students will compare and contrast good and bad interviews and evaluate the effectiveness of their own interview questions. Lastly, students explore the credibility and necessity of other sources and begin learning the basics of film equipment.

Enduring Understandings:

- Effective interviews require thorough preparation, clear questioning, and active listening.
- Credible journalism depends on finding reliable sources and verifying the accuracy of their information.
- Proficient use of digital recording equipment enhances the quality and professionalism of a broadcast.
- Self-reflection and evaluation help journalists grow and improve the quality of their future work.

Essential Questions:

- How can preparation and questioning techniques lead to more effective interviews?
- How do journalists determine whether a source is credible and trustworthy?
- How does the effective use of digital recording equipment influence the quality of a broadcast?
- How does self-reflection help journalists improve their skills and future reporting?

Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
SL1A	<ul style="list-style-type: none"> • I can work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL1B/C	<ul style="list-style-type: none"> • I can precisely and accurately describe a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence. • I can ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • I can respond thoughtfully to diverse perspectives, including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify my own views and understanding, and make new connections in light of the evidence and reasoning presented.
SL1C	<ul style="list-style-type: none"> • I can respond thoughtfully to diverse perspectives, including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify my own views and understanding, and make new connections in light of the evidence and reasoning presented.

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SL2A	<ul style="list-style-type: none"> ● I can speak audibly and to the point, using conventions of language as appropriate to the task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
SL2B	<ul style="list-style-type: none"> ● I can make consistent eye contact with a range of listeners when speaking, using a range of gestures or movements to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
SL2C	<ul style="list-style-type: none"> ● I can plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest, conveying a clear and distinct perspective.
W1A	<ul style="list-style-type: none"> ● I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. ● I can write to convey my purpose or message and keep an objective tone, and present both sides while writing arguments. ● I can write work that has one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources. ● I can write work that has an effective beginning, middle, and end that the reader can easily follow. ● I can use the most up-to-date and accurate information as evidence ● I can pay careful attention to word choice in order to create a certain tone that effectively gets the idea across to the reader.
W2A	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. ● I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
W3A	<ul style="list-style-type: none"> ● I can review, revise, and edit writing with consideration for the task, purpose, and audience.
RI3D	<ul style="list-style-type: none"> ● I can read and comprehend informational text independently and proficiently.
RI2B	<ul style="list-style-type: none"> ● I can analyze how an author uses rhetoric to advance their point of view or purpose.
RI1C	<ul style="list-style-type: none"> ● I can interpret visual elements of a text, including those from different media, and draw conclusions from them (when applicable).

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Unit 3: Writing and Product Creation

Timeframe: 9 weeks

Unit Description: In this unit, students develop the skills necessary to write, produce, and deliver effective broadcast journalism pieces. They learn to craft scripts that inform and engage an audience through clear, concise, and accurate writing. Students apply journalistic principles to plan, storyboard, and produce multimedia news segments using digital tools and recording equipment. Emphasis is placed on collaboration, editing, and revision to ensure professional-quality production. By the end of the unit, students will have created an original broadcast piece that demonstrates their ability to combine strong writing, visual storytelling, and technical proficiency.

Enduring Understandings:

- Broadcast journalists use a variety of story forms and formats to engage and inform their audiences.
- Strong writing and revision are essential to creating clear, accurate, and compelling broadcast stories.
- Effective delivery requires purposeful speaking skills, including tone, pacing, and clarity.
- Production tools and technology enhance storytelling and help convey meaning to an audience.
- Journalistic broadcast style follows specific conventions that promote clarity, credibility, and audience engagement.

Essential Questions:

- How do journalists choose the most effective story form or format to reach their audience?
- Why is the writing and revision process essential to producing a strong broadcast story?
- How do vocal delivery and speaking techniques influence the impact of a broadcast?
- In what ways do production tools and technology enhance storytelling and audience engagement?
- What conventions define journalistic broadcast style, and why are they important?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
W2A	<ul style="list-style-type: none"> • I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience • I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
SL1A	<ul style="list-style-type: none"> • I can work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL2A	<ul style="list-style-type: none"> • I can speak audibly and to the point, using conventions of language as appropriate to the task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
SL2B	<ul style="list-style-type: none"> • I can make consistent eye contact with a range of listeners when speaking,

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	using a range of gestures or movements to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
SL2C	<ul style="list-style-type: none"> • I can plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest, conveying a clear and distinct perspective.
RI2B	<ul style="list-style-type: none"> • I can analyze how an author uses rhetoric to advance their point of view or purpose.
RI1C	<ul style="list-style-type: none"> • I can interpret visual elements of a text, including those from different media, and draw conclusions from them (when applicable).

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