



**Middle School Broadcast Journalism**  
Approved by KSD Board of Education: February 23, 2026

**Course:** Middle School Broadcast Journalism - Elective- Nipher and NKMS

**Course Description:**

Students will learn the aspects of a news broadcast. They will first learn what is newsworthy. Then students will learn how to research a story, how to conduct interviews, and how to position a camera to convey the best message. Students will also learn how to write copy for a news broadcast and how to edit video in iMovie and other applications. All students will be on camera throughout the semester as part of the morning announcements.

**Grade Level:** 8th Grade

**Unit Scope and Sequence:**

**Unit 1:** Newsworthiness

**Unit 2:** Sources

**Unit 3:** Production

**Unit 4:** Project Management

## MS Broadcast Journalism

### Unit 1: Newsworthiness

In this unit, students will learn what kinds of stories belong on the news and how to write a story for a broadcast journalism segment. They will learn about journalistic integrity and the ethics involved when conducting journalistic business. They will learn what professionalism looks like and sounds like. A staff contract for the year will be created collaboratively, and each student will commit to following the contract for the duration of the year.

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  |
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| <i>Enduring Understandings</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Essential Questions</i>                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Certain information in the world needs to be communicated to the public in an unbiased, organized way.</li> <li>• Professional organizations for journalism create and promote codes of ethics to guide the work of journalists and to encourage publishers to act with integrity.</li> <li>• Following a code of ethics helps to uphold and maintain the dignity of journalists, publications, and the public they serve.</li> <li>• Codes of ethics are guidelines that journalists refer to when making decisions about how to investigate and what to report.</li> </ul> | <ul style="list-style-type: none"> <li>• What makes a story newsworthy?</li> <li>• How do you communicate a message/idea through a news story?</li> <li>• How do you tell a story professionally that is ethical toward all involved?</li> </ul> |
| <i>Students must know:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Students must be able to:</i>                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• The main elements of a news story               <ul style="list-style-type: none"> <li>○ Lead</li> <li>○ Middle</li> <li>○ End</li> <li>○ Sign Off</li> </ul> </li> <li>• Journalism ethics and professionalism</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Identify the elements of a news story from a published broadcast.</li> <li>• Distinguish examples and non-examples of journalism ethics and professionalism.</li> </ul>                                 |

## **MS Broadcast Journalism Unit 1: Newsworthiness**

### **Missouri Learning Standards**

#### **Approach texts as a reader by comprehending and interpreting texts (8.RL.1, 8.RI.1).**

- Evidence/Inference
  - draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.RL.1.A, 8.RI.1.A).
- Word Meaning
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (8.RL.1.B, 8.RI.1.B).
- Theme
  - Determine the theme(s)/central idea of a text and analyze the development over the course of the text (8.RL.1.D, 8.RI.1.D).

#### **Collaborate (8.SL.1)**

- Questioning
  - Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (8.SL.1.B).
- Viewpoints of Others
  - Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented (8.SL.1.C).

## MS Broadcast Journalism

### Unit 2: Sources

In this unit, students will learn how to conduct research for news stories. They will learn how to find sources and how to vet sources for credibility. They will learn how to conduct interviews. Students will apply what they learned in unit 1 about ethics and professionalism to this unit.

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                           |
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| <i>Enduring Understandings</i>                                                                                                                                                                                                                                                                                                    | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>• Sources are necessary for news stories and are effective on and off camera.</li><li>• Multiple sources improve a news story.</li><li>• Asking the right interview questions helps tell the story.</li><li>• Camera angles and cropping are important to an on-screen interview.</li></ul> | <ul style="list-style-type: none"><li>• How do you find the right sources for a story?</li><li>• What are the right questions to ask a source or witness?</li><li>• Where's the professional and ethical line when interviewing a source?</li></ul>                                                                       |
| <i>Students must know:</i>                                                                                                                                                                                                                                                                                                        | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>• The Rule of Thirds</li><li>• Who/What is considered a source for a news story</li><li>• Preparation for an interview</li><li>• Reliability and credibility of a source</li></ul>                                                                                                          | <ul style="list-style-type: none"><li>• Record an interview with the proper framing.</li><li>• Write interview questions to create an effective on-screen interview.</li><li>• Find effective sources for a story.</li><li>• Explain professional/ethical decisions made about using and interviewing a source.</li></ul> |

## **MS Broadcast Journalism Unit 2: Sources**

### **Missouri Learning Standards**

**Approach texts as a researcher by synthesizing/ comparing/ contrasting ideas from multiple texts (8.RI.3).**

- Relationship in Texts
  - Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation (8.RI.3.B).

**Approach the writing task as a researcher (8.W.1.A).**

- Research
  - Conduct research to answer a question; integrate information (8.W.1.A.a).
  - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, quote or paraphrase while avoiding plagiarism (8.W.1.A.b).

## MS Broadcast Journalism

### Unit 3: Production

In this unit, students will learn how to create a news package. They will learn how to use their sources to write the lead, middle, and end of a story. Students will learn how to record and edit their story using a video editing app like iMovie, Capcut, and/or Green Screen by Do Ink, and a green screen.

| Unit Essential Learning Targets                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                                                                                                                | <i>Essential Questions</i>                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• News stories require the right amount of information.</li><li>• Editing is a vital part of the news story.</li><li>• A news story needs an effective lead, middle, and end.</li></ul> | <ul style="list-style-type: none"><li>• How many interviews are needed for a news package?</li><li>• What do you cut from an interview to keep the story focused and effective?</li><li>• How do you put all the components together into a well-developed package?</li></ul> |
| <i>Students must know:</i>                                                                                                                                                                                                    | <i>Students must be able to:</i>                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"><li>• A package is a pre-recorded news story.</li></ul>                                                                                                                                     | <ul style="list-style-type: none"><li>• Organize elements of a story into a cohesive video.</li><li>• Properly record an interview and A-roll.</li><li>• Edit a video.</li></ul>                                                                                              |

## MS Broadcast Journalism Unit 3: Production

### Missouri Learning Standards

#### **Approach the writing task as a writer (8.W.2.A).**

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
  - Narrative writing, including poems about real or imagined experiences that establish and maintain consistent point of view and include clearly defined characters, well-structured event sequences, narrative techniques, and relevant descriptive details (8.W.2.A.a).
  - Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence (8.W.2.A.b).
  - Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships among claims, counterclaims, and supporting evidence (8.W.2.A.c).

#### **Approach the writing task as a reader.** Revise and edit writing with consideration for the task, purpose, and audience (8.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows the text. Add or delete content and change organization to achieve writer's purpose (8.W.3.A.a).
- Choose precise language and make syntactical choices appropriate for the style, task, and audience (8.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (8.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (8.W.3.A.d).

## MS Broadcast Journalism

### Unit 4: Project Management

In this unit students put everything they've learned in the other three units together to create a news broadcast for the morning announcements. Students work in groups to produce a broadcast that includes all necessary information for the school day.

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                                                                                                                                                                                                                                                                                                   | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• A broadcast takes the cooperation of a group of people.</li> <li>• A news broadcast must have a logical order of segments.</li> <li>• An organization that produces a daily news segment must be structured to be constantly gathering, developing, and producing segments for future broadcasts. There are time constraints and deadlines that must be met.</li> </ul> | <ul style="list-style-type: none"> <li>• What is the most logical order of segments for a news broadcast?</li> <li>• How do you decide what gets cut when a broadcast is longer than the time allowed?</li> <li>• How do you create a broadcast when a segment deadline hasn't been met by another team member?</li> </ul> |
| <i>Students must know:</i>                                                                                                                                                                                                                                                                                                                                                                                       | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Technology for sharing and downloading videos</li> <li>• Images and sound communicate a message</li> <li>• Cooperation, delegation, and teamwork</li> </ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Use editing technology.</li> <li>• Add text and transitions to videos.</li> <li>• Put news segments in a logical order for a complete news broadcast.</li> <li>• Complete segments with the knowledge that they are part of an overall product.</li> </ul>                        |

## MS Broadcast Journalism

### Unit 4: Project Management

#### Missouri Learning Standards

**Approach the writing task as a reader.** Revise and edit writing with consideration for the task, purpose, and audience (8.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows the text. Add or delete content and change organization to achieve writer's purpose (8.W.3.A.a).
- Choose precise language and make syntactical choices appropriate for the style, task, and audience (8.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (8.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (8.W.3.A.d).

#### **Collaborate (8.SL.1)**

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