



6th Grade Journalism
Approved by KSD Board of Education: February 23, 2026

Course: 6th Grade Journalism Elective- Nipher

Course Description: In this quarter length class, students will learn how to recognize and create journalistic media. Students are introduced to the concepts of news journalism, newspaper design, interviewing basics, and video broadcast styles in a highly interactive classroom format.

Grade Level: 6th Grade

Unit Scope and Sequence:

Unit 1: Defining Journalism

Unit 2: Newspapers

Unit 3: Interviewing

Unit 4: Broadcast Journalism

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Unit 1: Defining Journalism

Unit 1: Defining Journalism

In this unit students learn the definition of journalism, and how news is decided. Students learn how to analyze and decipher the news through looking at different media sources and types, while paying attention to media bias.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Journalism is the activity or profession of writing for newspapers, magazines, or news websites or preparing news to be broadcast. - A story is newsworthy if it falls under one or more elements of newsworthiness. - The more elements of newsworthiness a story falls under, the bigger the story - Media bias is what the media chooses to report, and how they choose to report on it. - One can remain informed by analyzing the news through multiple media sources and types.	- What is journalism? - What makes a story newsworthy? - What is media bias? - How do we remain informed when media bias exists?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Newsworthiness - Proximity - Timeliness - Prominence and fame - Human interest - Rare and unique - Conflict - Consequence and impact - Media bias - Sources - Media types	- Identify the elements of newsworthiness. - Analyze news in terms of newsworthiness. - Decipher media sources and media types. - Understand news bias and how it affects content.

6th Grade Journalism Unit 1: Defining Journalism

Missouri Learning Standards

Approach texts as a writer by analyzing craft and structure (6.RL.2, 6.RI.2).

- Point of View
 - Explain how an author's point of view or purpose is conveyed in an informational text (6.RI.2.B).
- Craft and Meaning
 - Analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning (6.RL.2.C, 6.RI.2.C).
- Argument/Evidence
 - Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not (6.RI.2.D).

Approach the writing task as a researcher (6.W.1.A).

- Research
 - Conduct research to answer a question drawing on several sources; integrate information (6.W.1.A.a).
 - Gather relevant information from multiple print and digital sources; assess the credibility of sources, quote or paraphrase while avoiding plagiarism; provide basic bibliographic information for sources (6.W.1.A.b).

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Unit 2: Newspapers

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In this unit students are introduced to the history of newspapers and their relation to journalism history. Students learn the different parts of a newspaper, and practice the basics of layout design.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Newspapers became the first form of written mass journalism through the invention and introduction of the printing press. • Newspapers make money through selling advertisements. • Television, radio and ultimately the internet has led to the near extinction of newspapers in the United States. • Newspaper front pages are meticulously crafted using elements of typography, design and organization.	• How did newspapers begin? • How did newspapers make their money? • What events lead to the near extinction of newspapers in the United States? • What makes up a newspaper front page?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Printing press • Advertising • Nameplate/masthead • Headline • Deck/subheadline • Byline • Jumpline • Cut • Outline/caption • Lede • Publish date • Dateline	• Understand the history of newspapers and what led to their downfall. • Identify elements of a newspaper front page. • Create a basic newspaper front page.

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Unit 2: Newspapers

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Unit 3: Interviewing

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In this unit students are introduced to and practice the interview process. Students practice the skills required to prepare, conduct, and reflect on a professional journalistic interview.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Interviews provide context, factual information as well as the human element to news stories. • Utilizing open-ended questions when interviewing enhances the likelihood for a quality interview.	• What are the benefits of conducting an interview in journalism? • What are the characteristics of a quality journalistic interview?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Closed-ended question • Open-ended question • Question framing	• Follow the 5 steps of the interview process (prepare, craft questions, active listening, transcribing, reflecting). • Craft a diverse set of open-ended questions.

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Unit 3: Interviewing

Missouri Learning Standards

Collaborate (6.SL.1)

- Questioning
 - Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion (6.SL.1.B).
- Viewpoints of Others
 - Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing (6.SL.1.C).

Approach the writing task as a writer (6.W.2.A).

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
 - Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details (6.W.2.A.b).

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Unit 4: Broadcast Journalism

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In this unit students are introduced to the basics of broadcast journalism. Students will learn elements of a news broadcast, and practice the processes used to construct a broadcast segment.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The rise in popularity of broadcast journalism has impacted the speed, creativity, and availability of media to the public. - A quality broadcast segment includes specific elements and organization	- Why has broadcast journalism risen in popularity? - What are the characteristics of a quality news broadcast segment? - What is the process to create a broadcast video segment?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Anchor - Green screen - Script - Lede - Transition - Voiceover - Photo/video montage	- Identify the parts of a news broadcast. - Plan, research and write a script for a broadcast segment. - Display basic filming techniques. - Perform basic video editing techniques.

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Unit 4: Broadcast Journalism

Missouri Learning Standards

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (6.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text (6.W.3.A.a).
- Choose precise language and establish and maintain an appropriate and consistent style with complete sentences (6.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (6.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (6.W.3.A.d).

Approach the writing task as a writer (6.W.2.A).

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
 - Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details (6.W.2.A.b).