



7th Grade Journalism
Approved by KSD Board of Education: February 23, 2026

Course: 7th Grade Journalism Elective- Nipher and NKMS

Course Description: In this semester-long course, students build on their introductory knowledge of the world of journalism. Students will both learn and create in this class. Topics include journalism ethics, interviewing, photography, graphic design, and the basics of print and broadcast journalism. By the end of this class, students will have the necessary skills to jump right into the 8th grade Knightly News and yearbook courses.

Grade Level: 7th Grade

Unit Scope and Sequence:

Unit 1: Journalism Ethics and History

Unit 2: Interviewing

Unit 3: Photojournalism

Unit 4: Lede Writing

Unit 5: Print Journalism

Unit 6: Broadcast Journalism

7th Grade Journalism

Unit 1: Journalism Ethics and History

Unit 1: Journalism Ethics and History

In this unit students study how major events, individuals and ethical dilemmas in journalism have shaped media today. Students look at examples of ethical dilemmas in journalism to understand how to follow the Society of Professional Journalists “Code of Ethics.”

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The introduction of technology has impacted the quality, speed and overall quantity of media. • Prominent figures in journalism have shaped diversity and standards in journalism. • Following journalism ethics is essential to producing quality and trustworthy content.	• How has the introduction of technology changed the way we produce and receive news? • Who are the prominent figures throughout the history of journalism? • What does it mean to be an ethical journalist?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Ethics ○ Seek the truth and report it ○ Minimize harm ○ Act independently ○ Be accountable and transparent • Sources • Mass media	• Identify the prominent events in journalism history that have led to journalism today. • Identify the influential figures in journalism history and how they impacted journalism today. • Analyze an ethical dilemma in order to decipher ethical code violations as well as possible solutions or ethical pathways.

7th Grade Journalism Unit 1: Journalism Ethics and History

Missouri Learning Standards

Approach texts as a writer by analyzing craft and structure (7.RL.2, 7.RI.2).

- Point of View
 - Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others in an informational text (7.RI.2.B).
- Craft and Meaning
 - Analyze how specific word choices contribute to meaning and tone (7.RL.2.C, 7.RI.2.C).
- Argument/Evidence
 - Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim (7.RI.2.D).

Approach the writing task as a researcher (7.W.1.A).

- Research
 - Conduct research to answer a question drawing on several sources; integrate information (7.W.1.A.a).
 - Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the credibility of sources, quote or paraphrase while avoiding plagiarism following a standard format for citation (7.W.1.A.b).

7th Grade Journalism Unit 2: Interviewing

Unit 2: Interviewing

In this unit students learn 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 and active listening skills when interviewing enhances the likelihood for a quality interview. - Using ethics when interviewing ensures protection for sources and truthful reporting.	- What are the benefits of conducting an interview in journalism? - What are the characteristics of a quality journalistic interview? - How do you display active listening skills in an interview? - How do ethics come into play when interviewing?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Closed-ended question - Open-ended question - Question framing - Active listening - Mirroring - Nonverbal and verbal cues - Follow-up questions - Transcription	- Follow the 5 steps of the interview process (prepare, craft questions, active listening, transcribing, reflecting). - Craft a diverse set of open-ended questions. - Display active listening skills and professionalism. - Accurately quote and transcribe interviews.

7th Grade Journalism

Unit 2: Interviewing

Missouri Learning Standards

Collaborate (7.SL.1)

- Questioning
 - Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (7.SL.1.B).
- Viewpoints of Others
 - Acknowledge new information expressed by others including those presented in diverse media, and when warranted, modify their own view (7.SL.1.C).

Approach the writing task as a writer (7.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 (7.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 (7.W.2.A.b).
 - Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence (7.W.2.A.c).

7th Grade Journalism

Unit 3: Photojournalism

Unit 3: Photojournalism

In this unit students learn and practice the basics of photojournalism. Students learn how the combination of using photography skills as well as caption-writing can create storytelling photos.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Photojournalism is essential in documenting history and providing a visual element to a news story • Photo storytelling can be achieved through using photography techniques as well as caption-writing	• What are the benefits of photojournalism? • How can journalists tell stories through their photography? • Why are captions essential to photojournalism?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Photojournalism • Captions • Subject • Distractions • Rule of thirds • Angle • Worms-eye view • Birds-eye view • Light • Composition • Distance • Scale • Foreground and background • Movement • Lead viewer's eye	• Display knowledge to properly identify photography techniques and terms. • Perform basic photography techniques. • Follow the basic caption-writing format. • Utilize basics of AP Style (capitalization, punctuation, grammar).

7th Grade Journalism Unit 3: Photojournalism

Missouri Learning Standards

Approach texts as a researcher by synthesizing/creating/ contrasting ideas from multiple texts (7.RI.3).

- Relationship in Texts
 - Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure (7.RI.3.B).

Approach texts as a writer by analyzing craft and structure (7.RL.2, 7.RI.2).

- Point of View
 - Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others in an informational text (7.RI.2.B).

7th Grade Journalism

Unit 4: Lede Writing

Unit 4: Lede Writing

In this unit students learn and practice the basic journalistic ledes. Students will be able to define, identify and create different types of journalistic ledes.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• A quality lede both hooks the reader's attention as well as informs on what the story is about. • Using a variety of ledes is essential to being a well-rounded journalist. • Considering the sensitivity of a story is important when choosing an appropriate lede.	• What is the purpose of a lede in journalism? • What are the basic journalistic ledes?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Lede • Summary lede • Blind lede • List lede • Scenic lede • Storytelling lede • Startling statement lede • Wordplay lede • Opposite lede	• Recognize the basic journalistic ledes. • Construct and create the basic journalistic ledes.

7th Grade Journalism

Unit 4: Lede Writing

Missouri Learning Standards

Approach texts as a researcher by synthesizing/ comparing/ contrasting ideas from multiple texts (7.RI.3).

- Relationship in Texts
 - Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure (7.RI.3.B).

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (7.W.3.A).

- Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures (7.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (7.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (7.W.3.A.d).

7th Grade Journalism

Unit 5: Print Journalism

Unit 5: Print Journalism

In this unit students learn about the basics of print journalism. Students will learn to identify the anatomy of an article, as well as practice the processes used to construct journalistic articles. In addition, students will learn about layout design and produce designed pages.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Newsworthiness is essential when deciding whether an idea is relevant to your viewing audience. • Journalistic articles have a formula and format to ensure readability and prioritization of news. • Page design is important when considering the readability and visual appeal of your work.	• What makes a story newsworthy? • What are the characteristics of a journalistic article? • What are the characteristics of a visually-appealing layout on a designed page?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Lede • Nut graph • Quotes • Transitions • Balance • White space • Pull quotes • Color • Infographics • Headline • Subheading • Byline	• Identify the parts of an article. • Research, plan and develop an article • Write an article following traditional article structure. • Know the basics of magazine/newspaper layout and design. • Design article on a page. • Utilize basics of AP Style (Capitalization, punctuation, grammar).

7th Grade Journalism

Unit 5: Print Journalism

Missouri Learning Standards

Approach the writing task as a writer (7.W.2.A).

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
 - Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence (7.W.2.A.b).

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (7.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning (7.W.3.A.a).
- Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures (7.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (7.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (7.W.3.A.d).

7th Grade Journalism

Unit 6: Broadcast Journalism

Unit 6: Broadcast Journalism

In this unit students learn about 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. - Broadcast journalism is simply print journalism produced and edited in video form.	- Why has broadcast journalism risen in popularity? - What are the characteristics of a quality news broadcast segment? - How does broadcast journalism compare and contrast to print journalism? - 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.

7th Grade Journalism

Unit 6: Broadcast Journalism

Missouri Learning Standards

Approach the writing task as a researcher (7.W.1.A).

- Research
 - Conduct research to answer a question drawing on several sources; integrate information (7.W.1.A.a).
 - Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the credibility of sources, quote or paraphrase while avoiding plagiarism following a standard format for citation (7.W.1.A.b).

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (7.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning (7.W.3.A.a).
- Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures (7.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (7.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (7.W.3.A.d).