

How Newshounds maps to the Australian Curriculum

We have mapped the eight Newshounds sessions to the **Australian Curriculum 9.0**, as well as to the **Australian Media Literacy Alliance's** ten media literacy learning outcomes:

AMLA 1 Reflects on their own media use.

AMLA 2 Is curious about how media are made.

AMLA 3 Knows that media influence and impact people and society.

AMLA 4 Knows that a range of institutions impact media participation.

AMLA 5 Understands that media construct versions of reality.

AMLA 6 Uses technologies to consume and produce media.

AMLA 7 Can use and critique a variety of media formats.

AMLA 8 Communicates using the language conventions of a variety of media forms.

AMLA 9 Successfully manages personal, social and public relationships using media.

AMLA 10 Confidently achieves personal objectives and goals through media

Session 1: Media and Me

AMLA 1, 2, 3, 7

Describe the ways in which a text reflects the time and place in which it was created (AC9E5/6 LY01);

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5/6 LY05);

Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts (AC9AMA6E01);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02)



Session 2: Who Makes Media?

AMLA 2, 3, 4, 5, 6, 7, 8

Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts (AC9AMA6E01);

Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes (AC9HP6P03);

Understand that language is selected for social contexts and that it helps to signal social roles and relationships (AC9E5/6 LA01);

Describe the ways in which a text reflects the time and place in which it was created (AC9E5/6 LY01);

Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (AC9E5/6 LY03);

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5/6 LY05);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02);

Plan, create, edit and publish written and multimodal texts (AC9E5/6 LY06);



Session 3: Mis/Disinformation

AMLA 2, 3, 5, 7

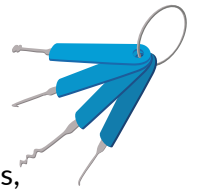
Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5/6 S03);

Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS5/6 S04);

Develop evidence-based conclusions (AC9HS5/6 S05);

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5/6 LY05);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02).



Session 4: Stop. Think. Check.

AMLA 2, 3, 5, 7, 9

Develop questions to investigate people, events, developments, places and systems (AC9HS5/6 S01);

Develop evidence-based conclusions (AC9HS5/6 S05);

Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5/6 S02)

Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5/6 S03)

Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS5/6 S04);

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08);

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5/6 LY05);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02)



Session 5: Arrest the Effects of Media Manipulation

AMLA 2, 3, 5, 7, 9, 10

Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5/6 S02);

Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01);

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5/6 LY05);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02)



Session 6: Observant, Curious, Confident



AMLA 2, 6, 7, 8, 10

Develop questions to investigate people, events, developments, places and systems (AC9HS5/6 S01)

Plan, create, edit and publish written and multimodal texts and presentations (AC9E5/6 LY06 LY07);

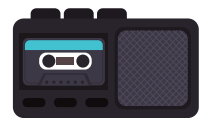
Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5/6 S02);

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5/6 LY05);

Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences (AC9AMA6C01);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02)

Session 7: Interviewing



AMLA 2, 6, 7, 8, 9, 10

Develop questions to investigate people, events, developments, places and systems (AC9HS5/6 S01);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02);

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5/6 LY05);

Plan, create, edit and publish written and multimodal and presentations (AC9E5/6 LY06 LY07);

Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies (AC9AMA6D01);

Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences (AC9AMA6C01);

Session 8: Podcast Writing and Editing



AMLA 2, 6, 7, 8, 10

Plan, create, edit and publish written and multimodal texts and presentations (AC9E5/6LY06 LY07);

Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies (AC9AMA6D01);

Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text (AC9E5/6 LA04);

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5/6 LY02);

Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences (AC9AMA6C01);

Present media arts works in informal and/or formal settings using responsible media practice (AC9AMA6P01)

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AMLA 10 Confidently achieves personal objectives and goals through media

Session 1: Media and Me

AMLA 1, 2, 3, 7

Level Two Social Sciences: Understand how time and change affect people's lives.

Level Two HPE—Interpersonal Skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Level Two/Three—Nature of Technology: Understand that technology both reflects and changes society and the environment and increases people's capability/Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts.



Session 2: Who Makes Media?

AMLA 2, 3, 4, 5, 6, 7, 8

Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; Show some/developing understanding of ideas within, across, and beyond texts; Show some/developing understanding of how language features are used for effect within and across texts; Show some/developing understanding of text structures.

Level Two/Three English—Speaking, Writing, Presenting: Show some/developing understanding of how to shape texts for different purposes and audiences; Select, form, and express ideas on a range of topics; Use language features appropriately, showing some/developing understanding of their effects; Organise texts, using a range of (appropriate) structures.

Level Two HPE—Interpersonal Skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Level Three HPE: Identify ways in which people discriminate.

Level Three Social Sciences: Understand how people make decisions about access to and use of resources.

Level Two/Three—Nature of Technology: Understand that technology both reflects and changes society and the environment and increases people's capability/Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts.



Session 3: Mis/Disinformation

AMLA 2, 3, 5, 7

Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; Show some/developing understanding of ideas within, across, and beyond texts; Show some/developing understanding of how language features are used for effect within and across texts; Show some/developing understanding of text structures.

Level Three Social Sciences: Understand how people make decisions about access to and use of resources.

Level Two/Three—Nature of Technology: Understand that technology both reflects and changes society and the environment and increases people’s capability/Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts.

Level Two HPE—Interpersonal skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.



Session 4: Stop. Think. Check.

AMLA 2, 3, 5, 7, 9

Level Two/Three Arts—Drama: Explore and use elements of drama for different purposes/Initiate and develop ideas with others to create drama.

Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; Show some/developing understanding of ideas within, across, and beyond texts; Show some/developing understanding of how language features are used for effect within and across texts; Show some/developing understanding of text structures.

Level Two/Three—Nature of Technology: Understand that technology both reflects and changes society and the environment and increases people’s capability/Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts.

Level Three Social Sciences: Understand how people make decisions about access to and use of resources.

Level Two HPE—Interpersonal skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.



Session 5: Arrest the Effects of Media Manipulation

AMLA 2, 3, 5, 7, 9, 10

Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; Show some/developing understanding of ideas within, across, and beyond texts; Show some/developing understanding of how language features are used for effect within and across texts; Show some/developing understanding of text structures.

Level Two/Three—Nature of Technology: Understand that technology both reflects and changes society and the environment and increases people’s capability/Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts.

Level Three Social Sciences: Understand how people make decisions about access to and use of resources.

Level Two HPE—Interpersonal skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.



Session 6: Observant, Curious, Confident

AMLA 2, 6, 7, 8, 10

Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; Show some/developing understanding of ideas within, across, and beyond texts; Show some/developing understanding of how language features are used for effect within and across texts; Show some/developing understanding of text structures.

Level Two/Three English—Speaking, Writing, Presenting: Show some/developing understanding of how to shape texts for different purposes and audiences; Select, form, and express ideas on a range of topics.

Level Two HPE—Interpersonal skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.



Session 7: Interviewing

AMLA 2, 6, 7, 8, 9, 10

Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; Show some/developing understanding of ideas within, across, and beyond texts; Show some/developing understanding of how language features are used for effect within and across texts; Show some/developing understanding of text structures.

Level Two/Three English—Speaking, Writing, Presenting: Show some/developing understanding of how to shape texts for different purposes and audiences; Select, form, and express ideas on a range of topics.

Level Two HPE—Interpersonal skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Level Two/Three Arts—Music Sound Arts: Explore ways/Represent sound and musical ideas in a variety of ways.



Session 8: Podcast Writing and Editing

AMLA 2, 6, 7, 8, 10

Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; Show some/developing understanding of ideas within, across, and beyond texts; Show some/developing understanding of how language features are used for effect within and across texts; Show some/developing understanding of text structures.

Level Two/Three English—Speaking, Writing, Presenting: Show some/developing understanding of how to shape texts for different purposes and audiences; Select, form, and express ideas on a range of topics; Use language features appropriately, showing some/developing understanding of their effects; Organise texts, using a range of (appropriate) structures.

Level Two/Three Arts—Music Sound Arts: Explore ways/Represent sound and musical ideas in a variety of ways.

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