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
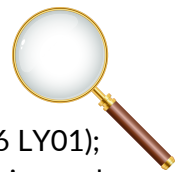
Session 1: Media and Me
AMLA 1, 2, 3, 7
Describe the ways in which a text reflects the time and place in which it was created (AC9E5/6 LY01);
Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate 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
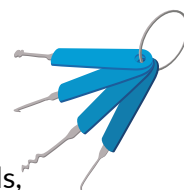
AMLA 2, 3, 5, 7

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)

How Newshounds maps to the NSW Curriculum

We have mapped the eight Newshounds sessions to the **NSW Curriculum**; with outcomes to be updated as curriculum reform continues.

Session 1: Media and Me

EN2-RECOM-01
reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension
EN3-RECOM-01
fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension
HT3-3
identifies change and continuity and describes the causes and effects of change on Australian society
VAS2.3
acknowledges that artists make artworks for different reasons and that various interpretations are possible.
ENLS-RVL-01
engages with a range of texts
ENLS-URB-01
identifies ideas, experiences and values in a range of texts

Session 2: Who Makes Media?

VAS2.4
identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.
EN2-OLC-01
communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting
EN3-OLC-01
communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding
EN2-CWT-03
plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience
EN3-CWT-01
plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language
ENLS-ECA-02
composes texts using language conventions for specific purposes and audiences

Session 3: Mis/Disinformation

HT2-5
applies skills of historical inquiry and communication
HT3-5
applies a variety of skills of historical inquiry and communication
ENLS-URB-01
identifies ideas, experiences and values in a range of texts
EN2-RECOM-01
reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension
EN3-RECOM-01
fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension
PD2-1
explores strategies to manage physical, social and emotional change

Session 4: Stop. Think. Check.

PD2-2
explains and uses strategies to develop resilience and to make them feel comfortable and safe
PD3-9
applies and adapts self-management skills to respond to personal and group situations
EN2-RECOM-01
reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension
EN3-RECOM-01
fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension
EN2-UARL-01
identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts
EN3-UARL-01
analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts
ENLS-URB-01
identifies ideas, experiences and values in a range of texts

Session 5: Arrest the Effects of Media Manipulation

PD2-2
explains and uses strategies to develop resilience and to make them feel comfortable and safe
PD2-9
demonstrates self-management skills to respond to their own and others' actions

EN2-RECOM-01

reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

EN3-RECOM-01

fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

EN4-URB-01

examines and explains how texts represent ideas, experiences and values

HT4-7

identifies and describes different contexts, perspectives and interpretations of the past

Session 6: Observant, Curious, Confident

EN2-CWT-02

plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

EN3-CWT-01

plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

EN4-ECB-01

uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

EN2-HANDW-02

uses digital technologies to create texts

EN3-HANDW-02

selects digital technologies to suit audience and purpose to create texts

HT2-5

applies skills of historical inquiry and communication

HT3-5

applies a variety of skills of historical inquiry and communication

HT4-7

identifies and describes different contexts, perspectives and interpretations of the past

Session 7: Interviewing

PD2-10

demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

PD3-10

selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

EN2-HANDW-02

uses digital technologies to create texts

EN3-HANDW-02

selects digital technologies to suit audience and purpose to create texts

EN2-OLC-01

communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

EN3-OLC-01

communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

EN4-ECA-01

creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

DRAS2.3

Sequences the action of the drama to create meaning for an audience.

DRAS3.2

Interprets and conveys dramatic meaning by using the elements of drama and a range of voice skills in a variety of drama forms.

Session 8: Podcast Writing and Editing

EN2-HANDW-02

uses digital technologies to create texts

EN3-HANDW-02

selects digital technologies to suit audience and purpose to create texts

EN2-CWT-02

plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

EN3-CWT-01

plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

EN4-ECB-01

uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

How Newshounds maps to the New Zealand Curriculum

We have mapped the eight Newshounds sessions to the **New Zealand Curriculum**, 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.
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AMLA 6 Uses technologies to consume and produce media.
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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
<u>Level Two Social Sciences:</u> Understand how time and change affect people's lives.
<u>Level Two HPE—Interpersonal Skills</u>: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.
<u>Level Two/Three—Nature of Technology:</u> 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
<u>Level Two/Three English—Listening, Reading, Viewing:</u> 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.
<u>Level Two/Three English—Speaking, Writing, Presenting:</u> 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.
<u>Level Two HPE—Interpersonal Skills</u>: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.
<u>Level Three HPE:</u> Identify ways in which people discriminate.
<u>Level Three Social Sciences:</u> Understand how people make decisions about access to and use of resources.
<u>Level Two/Three—Nature of Technology:</u> 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

<u>Level Two/Three English—Listening, Reading, Viewing:</u> 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.

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

<u>Level Two/Three—Nature of Technology:</u> 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.

<u>Level Two HPE—Interpersonal skills:</u> 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

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

<u>Level Two/Three English—Listening, Reading, Viewing:</u> 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.

<u>Level Two/Three—Nature of Technology:</u> 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.

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

<u>Level Two HPE—Interpersonal skills:</u> 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

<u>Level Two/Three English—Listening, Reading, Viewing:</u> 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.

<u>Level Two/Three—Nature of Technology:</u> 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.

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

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

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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.

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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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