



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



AC9E 4/5/6 LY01 Describe the ways in which a text reflects the time and place in which it was created.

AC9E 3/4/5/6 LY02 Listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information.

AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9AMA 4/6 E01 Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts.

Session 2: Media makers

AMLA 2, 3, 4, 5, 7



AC9E 4/5/6 LA01 Understand that language is selected for social contexts and that it helps to signal social roles and relationships.

AC9E 3/4/5/6 LY01 Describe the ways in which a text reflects the time and place in which it was created.

AC9E 3/4/5/6 LY02 Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

AC9E 3/4/5/6 LY03 Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.

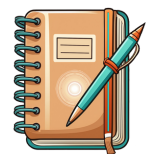
AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9AMA 4/6 E01 Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts.

AC9HP 4/6 P03 Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes.

Session 3: Make your own Media

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



AC9E 3/4/5/6 LA02 Identify the subjective language of opinion and feeling, and the objective language of factual reporting.

AC9E 3/4/5/6 LY01 Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events.

AC9E 3/4/5/6 LY03 Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.

AC9E 3/4/5/6/LY06 Plan, create, edit and publish written and multimodal texts.

AC9AMA 4/6 D01 Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements.

AC9HP 4/6 P03 Describe how choices and actions can be influenced by stereotypes.



Session 4: Mis- and Disinformation

AMLA 2, 5, 7, 9

AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9HS 3/4/5/6 S03 Interpret information and data displayed in different formats.

AC9HS 3/4/5/6 S04 Evaluate primary and secondary sources to determine origin, purpose and perspectives.

AC9HP 4/6 P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations.



Session 5: Stop, Think and Check

AMLA 1, 5, 7

AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9HS 2/3/4/5/6 S02 Locate, collect and organise information and data from primary and secondary sources in a range of formats.

ACHS 3/4/5/6 S05 Develop evidence-based conclusions.

Session 6: AI - Friend or foe?

AMLA 1, 3, 7, 9



AC9E 3/4/5/6 LY02 Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9HP 6 P01 Explain how identities can be influenced by people and places, and how we can create positive self-identities .

AC9HS 3/4/5/6 S02 Locate, collect and organise information and data from primary and secondary sources in a range of formats.

AC9HS 3/4/5/6 S04 Evaluate primary and secondary sources to determine origin, purpose and perspectives.

AC9HS 3/4/5/6 S05 Develop evidence-based conclusions.

AC9ADR 4/6 P01 Perform improvised and/or devised drama in informal settings.

Session 7: Seeing through manipulation

AMLA 3, 5, 7, 9



AC9E 3/4/5/6 LY02 Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9HP 6 P01 Explain how identities can be influenced by people and places, and how we can create positive self-identities.

AC9HS 3/4/5/6 S04 Evaluate primary and secondary sources to determine origin, purpose and perspectives.

AC9HS 3/4/5/6 S05 Develop evidence-based conclusions.



Session 8: Unmasking Social Media

AMLA 1, 3, 5, 7, 8

AC9E 3/4/5/6 LY02 Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9E 3/4/5/6 LY07 Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume.

AC9HP 6 P01 Explain how identities can be influenced by people and places, and how we can create positive self-identities.

AC9HP 4/6 P06 Explain how and why emotional responses can vary and practise strategies to manage their emotions.

AC9HS 3/4/5/6 S04 Evaluate primary and secondary sources to determine origin, purpose and perspectives.

AC9HS 3/4/5/6 S05 Develop evidence-based conclusions.

AC9HS 3/4/5/6 S06 Propose actions or responses to an issue or challenge that consider possible effects of actions.



Session 9: Gaming tricks exposed

AMLA 1, 3, 4, 5, 9

AC9E 3/4/5/6 LY02 Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

AC9E 3/4/5/6 LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

AC9HP 6 P01 Explain how identities can be influenced by people and places, and how we can create positive self-identities.

AC9HP 4/6 P06 Explain how and why emotional responses can vary and practise strategies to manage their emotions.

AC9HS 3/4/5/6 S04 Evaluate primary and secondary sources to determine origin, purpose and perspectives.

AC9HS 3/4/5/6 S05 Develop evidence-based conclusions.

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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—Relationships with other people C3: 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: Media makers

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 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: Make your own Media

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

Level Two/Three English - Speaking, Writing, Presenting: constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form; Use language features appropriately, showing some/developing understanding of their effects; Organise texts, using a range of (appropriate) 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: Mis- and Disinformation

AMLA 2, 5, 7, 9

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.



Session 5: Stop, Think and Check

AMLA 1. 5. 7

Level Two/Three English—Listening, Reading, Viewing: Selects and uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts / Recognises how texts are constructed for different purposes, audiences, and situations.

Integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts / Recognises and understands how texts are constructed for a range of purposes, audiences, and situations.

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.

HPE Personal Health and Physical Development Level 2/3 A3: Identify risk and use safe practices in a range of contexts.

Session 6: AI - Friend or foe?

AMLA 1, 3, 7, 9



Level Two/Three English—Listening, Reading, Viewing: Show some understanding/developing understanding of how texts are shaped for different purposes and audiences; selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence; thinks critically about texts with some confidence

Level Two/ Three English- Speaking, Writing, Presenting: forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge

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 7: Seeing through manipulation

AMLA 3, 5, 7, 9



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 3 HPE Personal Health and Physical Development: Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Session 8: Unmasking Social Media

AMLA 1, 3, 5, 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.

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Level 3 HPE Personal Health and Physical Development: Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Level 2/ 3 Social Sciences: Understand how people make choices to meet their needs and wants/ Understand how people make decisions about access to and use of resources.

Level 2 - The Arts - Drama: Explore and use elements of drama for different purposes.