Studying the news through the Australian Curriculum: Year 6

Michael Dezuanni (Queensland University of Technology) & Tanya Notley (Western Sydney University)

This guide is intended to provide teachers with insights about which of the Australian Curriculum Content Descriptors are most appropriate for studying the news. For ideas on the kinds of learning experiences to develop to align to these Content Descriptors, please see:

3 ways to help children think critically about the news: https://theconversation.com/3-ways-to-help-children-think-critically-about-the-news-131454?utm_medium=ampemail&utm_source=email

ABC Education, Use the News: https://www.abc.net.au/education/media-literacy/teacher-tips/

Museum of Australian Democracy, Behind the Lines political cartooning exhibition: https://www.moadoph.gov.au/learning/classroom-resources/political-cartooning/

Subject	Relevant Achievement Standard. By the end of Year 6 students:	Content Descriptors	Starter ideas…
English	Receptive modes (listening, reading and viewing) Understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas. Productive modes (speaking, writing and creating) Understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.	Understand the uses of objective and subjective language and bias (ACELA1517) Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	Analyse and evaluate a news story to identify how words influence how a story is read – for instance the use of 'illegals' rather than 'asylum seekers'. Analyse a news article that uses figures, tables, diagrams or graphs to determine if or how these add value to the story. Evaluate a news story to identify the use of emotive language. Compare several news articles about the same event to see how they differ in terms of the 'angle' taken by the article. Write a news article about an event at school, following the structure for news articles. Compare articles across the class and reflect on the different ways the event was represented in the stories.

Maths	Interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.	Interpret secondary data presented in digital media and elsewhere (ACMSP148)	Analyse and evaluate a news article that includes the presentation of data. Interpret the data and discuss how the data contributes to the meaning of the story.
Science	Describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100) Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS110)	Conduct a case study of how a scientific issue or phenomena is represented in different news stories. Discuss how scientific knowledge is represented in various ways across the stories. Translate a scientific experiment conducted in class into a video-based news article.
Humanities and Social Sciences	Locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)	Develop a series of questions to analyse historical newspaper articles and to make a decision about how an historical event was represented by the news media. Conduct a case study of the various ways a major news event was reported and commented upon in the news media.
Media Arts	Explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062) Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063) Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	Create a video-based documentary about an event in the local community. Reflect on the representational choices made about characters, settings and ideas. Experiment with different camera shots and lighting to portray someone or something in different ways (for example to portray them as joyful, angry or sad). As a class, plan and produce a podcast news broadcast for the school community.

		Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR06)	Analyse and evaluate a media product produced by an Australian Indigenous media company to focus on the kinds of stories valued by the intended audience.
Health and Physical Education	Explain the influence of people and places on identities. Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.	Examine how identities are influenced by people and places (ACPPS051) Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	Analyse and evaluate how the sports segment of a television news broadcast creates heroes and villains. What kinds of identities are portrayed in the stories available in the segment? Analyse and evaluate the portrayal of gender in the sports segment of a television news broadcast to make judgments about how female and male athletes are represented.

This document is part of the *Advancing the News Media Literacy of Young Australians Project*. For more information see https://www.westernsydney.edu.au/medialiteracy/