Year 10 Content matrix and Australian Curriculum mapping

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10.0 Reading comprehension

Australian CURRICULUM

Unit 10.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Proud Nina **Text category:** Imaginative **Text type:** Narrative **Form:** Modern fable **Purpose:** To entertain and develop empathy for others **Theme:** People **Topic:** Pride comes before a fall	Structures and language features of imaginative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in short stories; evaluating the quality of texts, including choice of language features	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**			**Examining literature**	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays **ACELT1767**
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				
Unit 10.0.2							
Title: Take a break from 'Play' **Text category:** Imaginative **Text type:** Recount **Form:** Personal anecdote **Purpose:** To inform **Theme:** Community **Topic:** Can exposure to violence desensitise young people to reality?	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in recounts; evaluating the quality of texts	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Reading comprehension

Australian CURRICULUM

Unit 10.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Life as a roadie **Text category:** Informative **Text type:** Description **Form:** Personal anecdote **Purpose:** To describe the specific features of something **Theme:** Entertainment **Topic:** What a roadie does	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a personal anecdote; evaluating the quality of texts, including the use of everyday language to engage readers	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				
Unit 10.0.4							
Title: Thinking about synaesthesia **Text category:** Informative **Text type:** Explanation **Form:** Online article **Purpose:** To explain how or why something occurs **Theme:** Health **Topic:** Synaesthesia	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in an online article; evaluating the quality of texts, including the use of technical language	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Reading comprehension

AC | Australian CURRICULUM

Unit 10.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: MONA: In the top 20 **Text category:** Informative **Text type:** Report **Form:** Feature article in a magazine **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Art **Topic:** The MONA gallery in Tasmania	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in a magazine article; evaluating the quality of texts, including language choices designed to be easily understood by a general audience	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**			**Responding to literature**	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts **ACELT1807**
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				
Unit 10.0.6							
Title: Stretching after a workout **Text category:** Informative **Text type:** Explanation **Form:** Speech (transcript and video clip) **Purpose:** To explain how or why something occurs **Theme:** Science **Topic:** Why you should stretch after exercise	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in a speech; evaluating the quality of texts, including the use of technical language	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Reading comprehension

AC | Australian CURRICULUM

Unit 10.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Self-driving cars: The key to safer roads **Text category:** Persuasive **Text type:** Exposition **Form:** Newspaper editorial **Purpose:** To persuade, through the use of evidence **Theme:** Technology **Topic:** Self-driving cars	Structures and language features of persuasive texts; monitoring meaning; interpreting and analysing the issues and arguments; recognising and explaining a particular viewpoint on traditional and emerging technology; evaluating the quality of texts, including how authors use evaluative language to position readers to accept particular ideas	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**			**Responding to literature**	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts **ACELT1807**
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				
Unit 10.0.8							
Title: The future of bitcoins **Text category:** Persuasive **Text type:** Discussion **Form:** Current affairs television forum (transcript) **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Commerce **Topic:** Bitcoins	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a TV current affairs show segment; recognising and explaining different viewpoints represented in texts; evaluating the quality of texts, including organisation and language features	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Reading comprehension

Unit 10.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ecotourism: Avoid guilt trips **Text category:** Persuasive **Text type:** Text Response **Form:** Online article **Purpose:** To respond to a trend or concept, at an evaluative level **Theme:** Environment **Topic:** Ecotourism	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a speculative essay; evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				
Unit 10.0.10							
Title: Talking is useless if speech isn't free **Text category:** Persuasive **Text type:** Exposition **Form:** Lecture (slide show and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Media **Topic:** Free speech	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a lecture; evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**			**Responding to literature**	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts **ACELT1807**
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **ACELY1733**				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view **ACELY1734**				

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Writing

AC | Australian CURRICULUM

Unit 10.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Proud Nina **Text category:** Imaginative **Text type:** Narrative **Form:** Modern fable **Purpose:** To entertain and develop empathy for others **Theme:** People **Topic:** Pride comes before a fall	**Purpose, text type/form, audience:** To entertain, in the form of a fable focusing on pride, for a teenage / young adult audience **Text structure:** Introduction to the setting and characters (Orientation stage); a problem or issue occurs (Complication stage); the problem is resolved and a moral message provided (Resolution stage) **Language features:** Nouns to name people, places and things; a variety of verbs including action and saying verbs; descriptive language; dialogue	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**	**Examining literature**	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays **ACELT1767**
Unit 10.0.2							
Title: Take a break from 'Play' **Text category:** Imaginative **Text type:** Recount **Form:** Personal anecdote **Purpose:** To inform **Theme:** Community **Topic:** Can exposure to violence desensitise young people to reality?	**Purpose, text type/form, audience:** To recreate a sequence of events, in the form of a personal anecdote, for a young adult audience **Text structure:** Introduction to the events being retold (Orientation stage); the main events of the text are told (Series of Events stage); the narrator provides a brief reflection (Personal Comment stage) **Language features:** Nouns and pronouns to identify people and things; action verbs and past-tense verbs; conjunctions to link ideas; text connectives to show the order in which things happen	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Text structure and organisation**	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives **ACELA1809**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Writing

		Australian CURRICULUM					
Unit 10.0.3	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Life as a roadie **Text category:** Informative **Text type:** Description **Form:** Personal anecdote **Purpose:** To describe the specific features of something **Theme:** Entertainment **Topic:** What a roadie does	**Purpose, text type/form, audience:** To describe the role of a roadie, in the form of a personal anecdote, for an audience interested in the music industry **Text structure:** The topic of roadies is introduced (Introduction to the Subject stage); the job/role of a roadie is described (Characteristic Features of the Subject stage) **Language features:** Specific nouns; adjectives to add detail to nouns; a variety of verbs including action and relating verbs; descriptive language	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		
Unit 10.0.4							
Title: Thinking about synaesthesia **Text category:** Informative **Text type:** Explanation **Form:** Online article **Purpose:** To explain how or why something occurs **Theme:** Health **Topic:** Synaesthesia	**Purpose, audience, text type/form:** To explain what synaesthesia is, in the form of an online article, for a general audience **Text structure:** Introduction to the topic (Phenomenon Identification stage); more information about synaesthesia (Explanation Sequence stage) **Language features:** Technical language to describe a process or topic accurately; a variety of verbs including sensing and relating verbs; text connectives to link ideas across sentences and paragraphs	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Text structure and organisation**	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives **ACELA1809**		
				Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		

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10.0 Writing

Australian CURRICULUM						
Unit 10.0.5	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: MONA: In the top 20 **Text category:** Informative **Text type:** Report **Form:** Feature article in a magazine **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Art **Topic:** The MONA gallery in Tasmania	**Purpose, text type/form, audience:** To present factual information about visiting and staying at the MONA gallery, in the form of a feature article, for an audience interested in art/ travel **Text structure:** General statement about the topic (General Classification stage); more information about MONA (Description stage) **Language features:** Common and proper nouns to refer to people, places and things; a variety of verbs including action verbs and relating verbs; everyday language to suit the audience	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		
Unit 10.0.6							
Title: Stretching after a workout **Text category:** Informative **Text type:** Explanation **Form:** Speech (transcript and video clip) **Purpose:** To explain how or why something occurs **Theme:** Science **Topic:** Why you should stretch after exercise	**Purpose, text type/form, audience:** To explain why it is important to stretch after exercise and how we benefit from stretching, in the form of a speech, for an audience interested in sport/exercise **Text structure:** Introduction to the topic (Phenomenon Identification stage); more information about stretching after a workout (Explanation Sequence stage) **Language features:** Technical language to describe a process or topic accurately; a variety of verbs including action and relating verbs; text connectives to link ideas across sentences and paragraphs	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Text structure and organisation**	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives **ACELA1809**		
				Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		

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10.0 Writing

Australian CURRICULUM

Unit 10.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Self-driving cars: The key to safer roads **Text category:** Persuasive **Text type:** Exposition **Form:** Newspaper editorial **Purpose:** To persuade, through the use of evidence **Theme:** Technology **Topic:** Self-driving cars	**Purpose, text type/form, audience:** To express one viewpoint to persuade readers that driverless cars will make roads safer, in the form of a newspaper editorial, for an audience interested in driving and technology **Text structure:** Introduction to the topic (Contention stage); arguments and evidence presented (Arguments stage); the writer sums up her arguments (Conclusion stage) **Language features:** Nouns that relate to a particular issue (technology); adjectives to add detail to nouns; evaluative language to express the writer's opinions and judgements	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Writing

Australian CURRICULUM

Unit 10.0.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The future of bitcoins **Text category:** Persuasive **Text type:** Discussion **Form:** Current affairs television forum (transcript) **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Commerce **Topic:** Bitcoins	**Purpose, text type/form, audience:** To present different viewpoints on the issue of bitcoins as a new currency, in the form of a current affairs television transcript, for an audience interested in economics/technology **Text structure:** Introduction to the topic (Issue Statement stage); guest speakers give their views on bitcoins (Arguments stage); the host thanks the guests (Conclusion stage) **Language features:** General nouns related to the topic of economy; relating and thinking verbs; adverbials indicating point of view; technical language	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Writing

Unit 10.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ecotourism: Avoid guilt trips **Text category:** Persuasive **Text type:** Text Response **Form:** Online article **Purpose:** To respond to a trend or concept, at an evaluative level **Theme:** Environment **Topic:** Ecotourism	**Purpose, text type/form, audience:** To provide one viewpoint on the topic of ecotourism, in the form of an online article, for an audience interested in travel **Text structure:** Introduction to the topic of ecotourism (Context stage); more information about ecotourism (Description stage); the writer provides their own opinion in detail (Judgement stage) **Language features:** Nouns to name people, places and things; adjectives to add detail to nouns; a variety of verbs, including action, relating and sensing verbs; evaluative language to express the writer's opinions or judgements; present tense	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Writing

		Australian CURRICULUM					
Unit 10.0.10	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: **Talking is useless if speech isn't free** **Text category:** Persuasive **Text type:** Exposition **Form:** Lecture (slide show and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Media **Topic:** Free speech	**Purpose, text type/form, audience:** To express one viewpoint to persuade readers that a free media is essential for democracy, in the form of a lecture, for an audience interested in media and freedom of speech **Text structure:** Introduction to the topic of free speech (Contention stage); the writer presents arguments and evidence (Arguments stage); the writer sums up their arguments (Conclusion stage) **Language features:** Nouns that relate to a particular issue (free speech); adjectives to add detail to nouns; evaluative language to express the writer's opinions and judgements	**Interpreting, analysing, evaluating**	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **ACELY1732**	**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 10.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Proud Nina **Text category:** Imaginative **Text type:** Narrative **Form:** Modern fable **Purpose:** To entertain and develop empathy for others **Theme:** People **Topic:** Pride comes before a fall	Descriptive language			**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		
Unit 10.0.2							
Title: Take a break from 'Play' **Text category:** Imaginative **Text type:** Recount **Form:** Personal anecdote **Purpose:** To inform **Theme:** Community **Topic:** Can exposure to violence desensitise young people to reality?	Evocative language			**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 10.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Life as a roadie **Text category:** Informative **Text type:** Description **Form:** Personal anecdote **Purpose:** To describe the specific features of something **Theme:** Entertainment **Topic:** What a roadie does	Spelling strategies for nominalisations			**Expressing and developing ideas**	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations **ACELA1549**		
Unit 10.0.4							
Title: Thinking about synaesthesia **Text category:** Informative **Text type:** Explanation **Form:** Online article **Purpose:** To explain how or why something occurs **Theme:** Health **Topic:** Synaesthesia	Compound words			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 10.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: MONA: In the top 20 **Text category:** Informative **Text type:** Report **Form:** Feature article in a magazine **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Art **Topic:** The MONA gallery in Tasmania	Evaluative language			**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		
Unit 10.0.6							
Title: Stretching after a workout **Text category:** Informative **Text type:** Explanation **Form:** Speech (transcript and video clip) **Purpose:** To explain how or why something occurs **Theme:** Science **Topic:** Why you should stretch after exercise	Spelling patterns ('ch')			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		

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10.0 Vocabulary/Spelling

Unit 10.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Self-driving cars: The key to safer roads** **Text category:** Persuasive **Text type:** Exposition **Form:** Newspaper editorial **Purpose:** To persuade, through the use of evidence **Theme:** Technology **Topic:** Self-driving cars	Evaluative language			**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		
Unit 10.0.8							
Title: **The future of bitcoins** **Text category:** Persuasive **Text type:** Discussion **Form:** Current affairs television forum (transcript) **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Commerce **Topic:** Bitcoins	Spelling patterns ('tion', 'ch')			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 10.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ecotourism: Avoid guilt trips **Text category:** Persuasive **Text type:** Text Response **Form:** Online article **Purpose:** To respond to a trend or concept, at an evaluative level **Theme:** Environment **Topic:** Ecotourism	Evaluative language			**Expressing and developing ideas**	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts **ACELA1547**		
Unit 10.0.10							
Title: Talking is useless if speech isn't free **Text category:** Persuasive **Text type:** Exposition **Form:** Lecture (slide show and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Media **Topic:** Free speech	Compound words			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Punctuation

AC | Australian CURRICULUM

Unit 10.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Proud Nina **Text category:** Imaginative **Text type:** Narrative **Form:** Modern fable **Purpose:** To entertain and develop empathy for others **Theme:** People **Topic:** Pride comes before a fall	Using quotation marks in direct speech			**Text structure and organisation**	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts **ACELA1544**		
Unit 10.0.2							
Title: Take a break from 'Play' **Text category:** Imaginative **Text type:** Recount **Form:** Personal anecdote **Purpose:** To inform **Theme:** Community **Topic:** Can exposure to violence desensitise young people to reality?	Using brackets to enclose non-essential information			**Text structure and organisation**	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts **ACELA1544**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Punctuation

Unit 10.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Life as a roadie **Text category:** Informative **Text type:** Description **Form:** Personal anecdote **Purpose:** To describe the specific features of something **Theme:** Entertainment **Topic:** What a roadie does	Using dashes in sentences			**Text structure and organisation**	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts **ACELA1544**		
Unit 10.0.4							
Title: Thinking about synaesthesia **Text category:** Informative **Text type:** Explanation **Form:** Online article **Purpose:** To explain how or why something occurs **Theme:** Health **Topic:** Synaesthesia	Using brackets to enclose non-essential information			**Text structure and organisation**	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts **ACELA1544**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Punctuation

Australian CURRICULUM

Unit 10.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: MONA: In the top 20 **Text category:** Informative **Text type:** Report **Form:** Feature article in a magazine **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Art **Topic:** The MONA gallery in Tasmania	Using brackets to enclose non-essential information; full stops			**Text structure and organisation**	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts **ACELA1544**		
Unit 10.0.6							
Title: Stretching after a workout **Text category:** Informative **Text type:** Explanation **Form:** Speech (transcript and video clip) **Purpose:** To explain how or why something occurs **Theme:** Science **Topic:** Why you should stretch after exercise	Using commas to separate clauses in complex sentences			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Punctuation

Australian CURRICULUM

Unit 10.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Self-driving cars: The key to safer roads **Text category:** Persuasive **Text type:** Exposition **Form:** Newspaper editorial **Purpose:** To persuade, through the use of evidence **Theme:** Technology **Topic:** Self-driving cars	Using commas to separate introductory words and phrases			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		
Unit 10.0.8							
Title: The future of bitcoins **Text category:** Persuasive **Text type:** Discussion **Form:** Current affairs television forum (transcript) **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Commerce **Topic:** Bitcoins	Using commas to separate clauses in complex sentences			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Punctuation

Unit 10.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ecotourism: Avoid guilt trips **Text category:** Persuasive **Text type:** Text Response **Form:** Online article **Purpose:** To respond to a trend or concept, at an evaluative level **Theme:** Environment **Topic:** Ecotourism	Using semicolons in compound sentences			**Text structure and organisation**	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts **ACELA1544**		
Unit 10.0.10							
Title: Talking is useless if speech isn't free **Text category:** Persuasive **Text type:** Exposition **Form:** Lecture (slide show and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Media **Topic:** Free speech	Using commas to separate introductory words and phrases			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		

Year 10 Content matrix and Australian Curriculum mapping

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10.0 Grammar

Australian CURRICULUM

Unit 10.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Proud Nina **Text category:** Imaginative **Text type:** Narrative **Form:** Modern fable **Purpose:** To entertain and develop empathy for others **Theme:** People **Topic:** Pride comes before a fall	Adverbs; compound sentences			**Expressing and developing ideas**	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns **ACELA1536**		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause **ACELA1545**		
Unit 10.0.2							
Title: Take a break from 'Play' **Text category:** Imaginative **Text type:** Recount **Form:** Personal anecdote **Purpose:** To inform **Theme:** Community **Topic:** Can exposure to violence desensitise young people to reality?	Verbs and verb groups; embedded adjectival clauses			**Expressing and developing ideas**	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases **ACELA1523**		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause **ACELA1545**		

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10.0 Grammar

Australian CURRICULUM

Unit 10.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Life as a roadie **Text category:** Informative **Text type:** Description **Form:** Personal anecdote **Purpose:** To describe the specific features of something **Theme:** Entertainment **Topic:** What a roadie does	Modal adverbs; independent clauses			**Expressing and developing ideas**	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns **ACELA1536**		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause **ACELA1545**		
Unit 10.0.4							
Title: Thinking about synaesthesia **Text category:** Informative **Text type:** Explanation **Form:** Online article **Purpose:** To explain how or why something occurs **Theme:** Health **Topic:** Synaesthesia	Nouns and noun groups; simple sentences			**Expressing and developing ideas**	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea **ACELA1508**		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause **ACELA1545**		

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10.0 Grammar

Australian CURRICULUM

Unit 10.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: MONA: In the top 20 **Text category:** Informative **Text type:** Report **Form:** Feature article in a magazine **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Art **Topic:** The MONA gallery in Tasmania	Sensing verbs; grammatical Themes			**Expressing and developing ideas**	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases **ACELA1523**		
				Text structure and organisation	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold **ACELA1505**		
Unit 10.0.6							
Title: Stretching after a workout **Text category:** Informative **Text type:** Explanation **Form:** Speech (transcript and video clip) **Purpose:** To explain how or why something occurs **Theme:** Science **Topic:** Why you should stretch after exercise	Nouns and noun groups; complex sentences			**Expressing and developing ideas**	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea **ACELA1508**		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas **ACELA1522**		

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10.0 Grammar

Australian CURRICULUM

Unit 10.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Self-driving cars: The key to safer roads **Text category:** Persuasive **Text type:** Exposition **Form:** Newspaper editorial **Purpose:** To persuade, through the use of evidence **Theme:** Technology **Topic:** Self-driving cars	Nominalisation; complex sentences			**Expressing and developing ideas**	Understand the effect of nominalisation in the writing of informative and persuasive texts **ACELA1546**		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas **ACELA1522**		
Unit 10.0.8							
Title: The future of bitcoins **Text category:** Persuasive **Text type:** Discussion **Form:** Current affairs television forum (transcript) **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Commerce **Topic:** Bitcoins	Modal verbs; dependent clauses			**Expressing and developing ideas**	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns **ACELA1536**		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause **ACELA1545**		

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10.0 Grammar

Australian CURRICULUM

Unit 10.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ecotourism: Avoid guilt trips **Text category:** Persuasive **Text type:** Text Response **Form:** Online article **Purpose:** To respond to a trend or concept, at an evaluative level **Theme:** Environment **Topic:** Ecotourism	Nominalisation; compound sentences			**Expressing and developing ideas**	Understand the effect of nominalisation in the writing of informative and persuasive texts **ACELA1546**		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause **ACELA1545**		
Unit 10.0.10							
Title: Talking is useless if speech isn't free **Text category:** Persuasive **Text type:** Exposition **Form:** Lecture (slide show and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Media **Topic:** Free speech	Action verbs; grammatical Themes			**Expressing and developing ideas**	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases **ACELA1523**		
				Text structure and organisation	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold **ACELA1505**		