


## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Reading comprehension

							
Unit 9.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Ten to eleven  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story  <b>Purpose:</b> To entertain and develop empathy for others  <b>Theme:</b> History  <b>Topic:</b> A young soldier in WW I	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 how they represent literary traditions and genres	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				
<b>Unit 9.0.2</b>							
<b>Title:</b> Future heroes  <b>Text category:</b> Imaginative  <b>Text type:</b> Poetry  <b>Form:</b> Free verse (transcript and photostory)  <b>Purpose:</b> To reflect on abstract concepts, ideas and/or emotions  <b>Theme:</b> Entertainment  <b>Topic:</b> Superheroes of the future	Structures and language features of imaginative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas presented in free verse form; understanding the social and cultural contexts represented in imaginative texts; evaluating the quality of texts, including the use of descriptive language	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>			<b>Literature and context</b>	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts <b>ACELT1619</b>
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				

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### 9.0 Reading comprehension

							
Unit 9.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> How to write the perfect cover letter  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Pamphlet  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Work  <b>Topic:</b> Cover letters	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas presented in a pamphlet; evaluating the quality of texts, including the deliberate use of instructions and commands	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				
<b>Unit 9.0.4</b>							
<b>Title:</b> Am I normal?  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> Why people wonder if they are normal	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including variations in text structures and language features to engage readers	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				

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### 9.0 Reading comprehension

							
Unit 9.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Planning a music festival</b>  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Feature article in a magazine  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Creating  <b>Topic:</b> How to plan a music festival	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques that writers use to instruct readers	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				
<b>Unit 9.0.6</b>							
<b>Title:</b> <b>The best time is dog time</b>  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Magazine article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Animals  <b>Topic:</b> How dogs perceive time	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including variations in text structures and language features to engage readers	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				

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### 9.0 Reading comprehension

							
Unit 9.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Let's get our own hands dirty</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online article  <b>Purpose:</b> To persuade through the use of scientific data and/or evidence  <b>Theme:</b> Environment  <b>Topic:</b> Recycling	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in persuasive texts; evaluating the quality of texts, including the use of arguments to support a particular viewpoint	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>			<b>Literature and context</b>	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts <b>ACELT1619</b>
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				
<b>Unit 9.0.8</b>							
<b>Title:</b> <b>Are politicians good or bad?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Online forum thread  <b>Purpose:</b> To provide a forum for different viewpoints  <b>Theme:</b> Communication  <b>Topic:</b> Are politicians good or bad for the community?	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the use of everyday language for easy understanding	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				

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### 9.0 Reading comprehension

							
Unit 9.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Helpful hackers do exist</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online newspaper article  <b>Purpose:</b> To persuade through the use of 'real cases'  <b>Theme:</b> Ethics  <b>Topic:</b> Computer hackers	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in persuasive texts; evaluating the quality of texts, including the use of evaluative language to express opinions	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				
<b>Unit 9.0.10</b>							
<b>Title:</b> <b>Colour sensation</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Text Response  <b>Form:</b> Magazine article  <b>Purpose:</b> To respond to visual texts, at an evaluative level  <b>Theme:</b> Design  <b>Topic:</b> Review of an art exhibition	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the use of evaluative language to express personal opinions	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>				
			Use prior knowledge and text processing strategies to interpret a range of types of texts <b>ACELY1722</b>				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources <b>ACELY1723</b>				

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### 9.0 Writing

							
Unit 9.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Ten to eleven  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story  <b>Purpose:</b> To entertain and develop empathy for others  <b>Theme:</b> History  <b>Topic:</b> A young soldier in WW I	<b>Purpose, text type/form, audience:</b> To engage and interest a teenage audience with a short story based on a historical event (WWI)  <b>Text structure:</b> The characters and setting are introduced (Orientation stage); tension is raised and reader interest maintained (Complication stage); no clear Resolution is reached  <b>Language features:</b> Common and proper nouns to refer to people, places and things in the story; a variety of verb types, including action and saying verbs; descriptive language	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>			<b>Responding to literature</b>	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts <b>ACELT1621</b>
						<b>Examining literature</b>	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches <b>ACELT1622</b>
							Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays <b>ACELT1767</b>
<b>Unit 9.0.2</b>							
<b>Title:</b> Future heroes  <b>Text category:</b> Imaginative  <b>Text type:</b> Poetry  <b>Form:</b> Free verse (transcript and photostory)  <b>Purpose:</b> To reflect on abstract concepts, ideas and/or emotions  <b>Theme:</b> Entertainment  <b>Topic:</b> Superheroes of the future	<b>Purpose, text type/form, audience:</b> To express ideas and personal thoughts about the possible characteristics of the heroes of the future, in the form of free verse poetry, for a teenage audience  <b>Text structure:</b> Lines of prose; no regular rhyme or rhythm pattern; some repetition of sounds, words and phrases  <b>Language features:</b> Descriptive language, including adjectives and verbs, to help the reader picture the setting in their mind; evocative language to create images, feelings and memories in the reader; natural rhythm of speech	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>			<b>Examining literature</b>	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels <b>ACELT1623</b>

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### 9.0 Writing

							
Unit 9.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> How to write the perfect cover letter  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Pamphlet  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Work  <b>Topic:</b> Cover letters	<b>Purpose, text type/form, audience:</b> To provide instructions on how to write a good cover letter, in the form of a pamphlet, for an audience interested in job applications  <b>Text structure:</b> The task to be completed is outlined (Goal stage); clear instructions are given on how to write a cover letter (Steps stage)  <b>Language features:</b> A range of verbs including action and relating verbs; instructions written as commands; nouns and adjectives relating to the activity; temporal text connectives to show the order in which steps should be completed	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>	<b>Text structure and organisation</b>	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b>		
<b>Unit 9.0.4</b>							
<b>Title:</b> Am I normal?  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> Why people wonder if they are normal	<b>Purpose, audience, text type/form:</b> To explain why most people wonder if they're 'normal' and guide their actions by the standards of their peers, in the form of an online article, for an audience interested in human behaviour  <b>Text structure:</b> Introduction to the topic (Phenomenon Identification stage); explanation of why people wonder if they are normal (Explanation Sequence stage)  <b>Language features:</b> Technical language; a range of verbs including action and relating verbs; text connectives to link ideas between sentences and paragraphs	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>	<b>Text structure and organisation</b>	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b>		

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### 9.0 Writing


							
Unit 9.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p><b>Title:</b> Planning a music festival</p> <p><b>Text category:</b> Informative</p> <p><b>Text type:</b> Procedure</p> <p><b>Form:</b> Feature article in a magazine</p> <p><b>Purpose:</b> To instruct on how to do something</p> <p><b>Theme:</b> Creating</p> <p><b>Topic:</b> How to plan a music festival</p>	<p><b>Purpose, text type/form, audience:</b> To explain how to become a successful music festival entrepreneur, in the form of a feature article, for an audience interested in putting on a music festival</p> <p><b>Text structure:</b> The task to be completed is outlined (Goal stage); clear instructions on how to plan a music festival are provided (Steps stage)</p> <p><b>Language features:</b> Instructions written as commands; action verbs to start commands; text connectives to signal the order in which steps should be taken</p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b></p>	<p><b>Text structure and organisation</b></p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b></p>		
<p><b>Unit 9.0.6</b></p>							
<p><b>Title:</b> The best time is dog time</p> <p><b>Text category:</b> Informative</p> <p><b>Text type:</b> Explanation</p> <p><b>Form:</b> Magazine article</p> <p><b>Purpose:</b> To explain how or why something occurs</p> <p><b>Theme:</b> Animals</p> <p><b>Topic:</b> How dogs perceive time</p>	<p><b>Purpose, text type/form, audience:</b> To explain how dogs perceive time, in the form of a magazine article, for a general audience</p> <p><b>Text structure:</b> Introduction to the topic (Phenomenon Identification stage); explanation of how dogs understand time (Explanation Sequence stage)</p> <p><b>Language features:</b> Technical language; a range of verbs including action and relating verbs; adverbs to add detail about where, when, how and why things happen</p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b></p>	<p><b>Text structure and organisation</b></p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b></p>		



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<p><b>Title:</b> Let's get our own hands dirty</p> <p><b>Text category:</b> Persuasive</p> <p><b>Text type:</b> Exposition</p> <p><b>Form:</b> Online article</p> <p><b>Purpose:</b> To persuade through the use of scientific data and/or evidence</p> <p><b>Theme:</b> Environment</p> <p><b>Topic:</b> Recycling</p>	<p><b>Purpose, text type/form, audience:</b> To persuade readers not to pass off the responsibility of recycling to other nations, in the form of an online article, for a general audience</p> <p><b>Text structure:</b> Clear progression through Contention, Arguments, Conclusion stages; elaborations and evidence provided in support of the contention</p> <p><b>Language features:</b> Nouns relating to one issue; adjectives to add detail to nouns; evaluative language to express the writer's opinions and judgements about an issue</p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b></p>	<p><b>Text structure and organisation</b></p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b></p>		
<p><b>Unit 9.0.8</b></p>							
<p><b>Title:</b> Are politicians good or bad?</p> <p><b>Text category:</b> Persuasive</p> <p><b>Text type:</b> Discussion</p> <p><b>Form:</b> Online forum thread</p> <p><b>Purpose:</b> To provide a forum for different viewpoints</p> <p><b>Theme:</b> Communication</p> <p><b>Topic:</b> Are politicians good or bad for the community?</p>	<p><b>Purpose, text type/form, audience:</b> To allow the expression of different viewpoints, in the form of an online forum thread, for an audience interested in politics</p> <p><b>Text structure:</b> Introduction to the topic from one participant (Issue Statement stage); text contains a range of viewpoints expressed by other forum participants (Arguments stage)</p> <p><b>Language features:</b> Nouns that relate to an issue; a range of verbs including relating verbs to link information and sensing verbs to express what participants think and feel; adverbs to show when, where, how or why things happen</p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b></p>	<p><b>Text structure and organisation</b></p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b></p>		

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### 9.0 Writing

AC Australian CURRICULUM							
Unit 9.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p><b>Title:</b> Helpful hackers do exist</p> <p><b>Text category:</b> Persuasive</p> <p><b>Text type:</b> Exposition</p> <p><b>Form:</b> Online newspaper article</p> <p><b>Purpose:</b> To persuade through the use of 'real cases'</p> <p><b>Theme:</b> Ethics</p> <p><b>Topic:</b> Computer hackers</p>	<p><b>Purpose, text type/form, audience:</b> To express one viewpoint persuading readers that hackers and hacking can serve a useful purpose in society, in the form of an online newspaper article, for an audience interested in computers and technology</p> <p><b>Text structure:</b> Clear progression through Contention, Arguments, Conclusion stages; elaborations and evidence provided in support of the contention</p> <p><b>Language features:</b> Nouns relating to one issue; adjectives to add detail to nouns; evaluative language to express the writer's opinions and judgements about an issue</p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b></p>	<p><b>Text structure and organisation</b></p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b></p>		

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Writing

							
Unit 9.0.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Colour sensation</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Text Response  <b>Form:</b> Magazine article  <b>Purpose:</b> To respond to visual texts, at an evaluative level  <b>Theme:</b> Design  <b>Topic:</b> Review of an art exhibition	<b>Purpose, text type/form, audience:</b> To provide a response to the exhibition <i>Colour sensation</i> , in the form of a magazine article, for an audience interested in art  <b>Text structure:</b> Introduction to the focus of the text and the reviewer's overall response to the exhibition (Context stage); description of the artwork (Description stage); judgements related to the reviewer's overall response to the exhibit (Judgement stage)  <b>Language features:</b> Sensing verbs to show what the writer is thinking and feeling; evaluative language to express the writer's opinions; descriptive language to recreate aspects of the focus text; everyday language and technical language related to art	<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose <b>ACELY1721</b>	<b>Text structure and organisation</b>	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <b>ACELA1531</b>	<b>Responding to literature</b>	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts <b>ACELT1621</b>

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### 9.0 Vocabulary/Spelling

							
Unit 9.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Ten to eleven</b>  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story  <b>Purpose:</b> To entertain and develop empathy for others  <b>Theme:</b> History  <b>Topic:</b> A young soldier in WW I	Spelling patterns ('tion', 'sh', 'ch')			<b>Expressing and developing ideas</b>	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 <b>ACELA1539</b>		
<b>Unit 9.0.2</b>  <b>Title:</b> <b>Future heroes</b>  <b>Text category:</b> Imaginative  <b>Text type:</b> Poetry  <b>Form:</b> Free verse (transcript and photostory)  <b>Purpose:</b> To reflect on abstract concepts, ideas and/or emotions  <b>Theme:</b> Entertainment  <b>Topic:</b> Superheroes of the future	Descriptive language			<b>Expressing and developing ideas</b>	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts <b>ACELA1547</b>		

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Vocabulary/Spelling

							
Unit 9.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> How to write the perfect cover letter  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Pamphlet  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Work  <b>Topic:</b> Cover letters	Suffixes			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 <b>ACELA1539</b>		
<b>Unit 9.0.4</b>							
<b>Title:</b> Am I normal?  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> Why people wonder if they are normal	Technical language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts <b>ACELA1547</b>		

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### 9.0 Vocabulary/Spelling

							
Unit 9.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Planning a music festival  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Feature article in a magazine  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Creating  <b>Topic:</b> How to plan a music festival	Spelling patterns (hard and soft 'c')			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 <b>ACELA1539</b>		
<b>Unit 9.0.6</b>							
<b>Title:</b> The best time is dog time  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Magazine article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Animals  <b>Topic:</b> How dogs perceive time	Technical language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts <b>ACELA1547</b>		

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Vocabulary/Spelling

							
Unit 9.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Let's get our own hands dirty</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online article  <b>Purpose:</b> To persuade through the use of scientific data and/or evidence  <b>Theme:</b> Environment  <b>Topic:</b> Recycling	Evaluative language			<b>Expressing and developing ideas</b>	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts <b>ACELA1547</b>		
<b>Unit 9.0.8</b>  <b>Title:</b> <b>Are politicians good or bad?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Online forum thread  <b>Purpose:</b> To provide a forum for different viewpoints  <b>Theme:</b> Communication  <b>Topic:</b> Are politicians good or bad for the community?	Spelling patterns (hard and soft 'c')			<b>Expressing and developing ideas</b>	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 <b>ACELA1539</b>		

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Vocabulary/Spelling


							
Unit 9.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Helpful hackers do exist</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online newspaper article  <b>Purpose:</b> To persuade through the use of 'real cases'  <b>Theme:</b> Ethics  <b>Topic:</b> Computer hackers	Evaluative language			<b>Expressing and developing ideas</b>	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts <b>ACELA1547</b>		
<b>Unit 9.0.10</b>							
<b>Title:</b> <b>Colour sensation</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Text Response  <b>Form:</b> Magazine article  <b>Purpose:</b> To respond to visual texts, at an evaluative level  <b>Theme:</b> Design  <b>Topic:</b> Review of an art exhibition	Spelling patterns ('tion', 'sh')			<b>Expressing and developing ideas</b>	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 <b>ACELA1539</b>		



## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Punctuation

							
Unit 9.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Ten to eleven</b>  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story  <b>Purpose:</b> To entertain and develop empathy for others  <b>Theme:</b> History  <b>Topic:</b> A young soldier in WW I	Using commas to separate clauses			<b>Text structure and organisation</b>	Understand the uses of commas to separate clauses <b>ACELA1521</b>		
<b>Unit 9.0.2</b>  <b>Title:</b> <b>Future heroes</b>  <b>Text category:</b> Imaginative  <b>Text type:</b> Poetry  <b>Form:</b> Free verse (transcript and photostory)  <b>Purpose:</b> To reflect on abstract concepts, ideas and/or emotions  <b>Theme:</b> Entertainment  <b>Topic:</b> Superheroes of the future	Using question marks and exclamation marks			<b>Text structure and organisation</b>	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts <b>ACELA1544</b>		

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Punctuation

							
Unit 9.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> How to write the perfect cover letter  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Pamphlet  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Work  <b>Topic:</b> Cover letters	Using full stops and question marks			<b>Text structure and organisation</b>	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts <b>ACELA1544</b>		
<b>Unit 9.0.4</b>							
<b>Title:</b> Am I normal?  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Online article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Health  <b>Topic:</b> Why people wonder if they are normal	Using commas to separate introductory words			<b>Text structure and organisation</b>	Understand the uses of commas to separate clauses <b>ACELA1521</b>		

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### 9.0 Punctuation

							
Unit 9.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Planning a music festival</b>  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Feature article in a magazine  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Creating  <b>Topic:</b> How to plan a music festival	Using brackets to enclose non-essential information			<b>Text structure and organisation</b>	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts <b>ACELA1544</b>		
<b>Unit 9.0.6</b>							
<b>Title:</b> <b>The best time is dog time</b>  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Magazine article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Animals  <b>Topic:</b> How dogs perceive time	Using full stops and question marks			<b>Text structure and organisation</b>	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts <b>ACELA1544</b>		

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### 9.0 Punctuation

AC Australian CURRICULUM							
Unit 9.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Let's get our own hands dirty</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online article  <b>Purpose:</b> To persuade through the use of scientific data and/or evidence  <b>Theme:</b> Environment  <b>Topic:</b> Recycling	Using commas to separate clauses in complex sentences			<b>Text structure and organisation</b>	Understand the uses of commas to separate clauses <b>ACELA1521</b>		
<b>Unit 9.0.8</b>							
<b>Title:</b> <b>Are politicians good or bad?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Online forum thread  <b>Purpose:</b> To provide a forum for different viewpoints  <b>Theme:</b> Communication  <b>Topic:</b> Are politicians good or bad for the community?	Using question marks and exclamation marks			<b>Text structure and organisation</b>	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts <b>ACELA1544</b>		

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### 9.0 Punctuation

							
Unit 9.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Helpful hackers do exist</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online newspaper article  <b>Purpose:</b> To persuade through the use of 'real cases'  <b>Theme:</b> Ethics  <b>Topic:</b> Computer hackers	Using commas to separate items in lists			<b>Text structure and organisation</b>	Recognise that capital letters signal proper nouns and commas are used to separate items in lists <b>ACELA1465</b>		
<b>Unit 9.0.10</b>							
<b>Title:</b> <b>Colour sensation</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Text Response  <b>Form:</b> Magazine article  <b>Purpose:</b> To respond to visual texts, at an evaluative level  <b>Theme:</b> Design  <b>Topic:</b> Review of an art exhibition	Using commas to separate items in lists			<b>Text structure and organisation</b>	Recognise that capital letters signal proper nouns and commas are used to separate items in lists <b>ACELA1465</b>		

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### 9.0 Grammar

							
Unit 9.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Ten to eleven</b>  <b>Text category:</b> Imaginative  <b>Text type:</b> Narrative  <b>Form:</b> Short story  <b>Purpose:</b> To entertain and develop empathy for others  <b>Theme:</b> History  <b>Topic:</b> A young soldier in WW I	Action verbs; independent clauses			<b>Expressing and developing ideas</b>	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases <b>ACELA1523</b>		
					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 <b>ACELA1545</b>		
<b>Unit 9.0.2</b>							
<b>Title:</b> <b>Future heroes</b>  <b>Text category:</b> Imaginative  <b>Text type:</b> Poetry  <b>Form:</b> Free verse (transcript and photostory)  <b>Purpose:</b> To reflect on abstract concepts, ideas and/or emotions  <b>Theme:</b> Entertainment  <b>Topic:</b> Superheroes of the future	Adjectives; simple sentences			<b>Expressing and developing ideas</b>	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives <b>ACELA1468</b>		
					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 <b>ACELA1545</b>		

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### 9.0 Grammar

							
Unit 9.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> How to write the perfect cover letter  <b>Text category:</b> Informative <b>Text type:</b> Procedure <b>Form:</b> Pamphlet <b>Purpose:</b> To instruct on how to do something <b>Theme:</b> Work <b>Topic:</b> Cover letters	Modal verbs; independent clauses			<b>Expressing and developing ideas</b>	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns <b>ACELA1536</b>		
					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 <b>ACELA1545</b>		
<b>Unit 9.0.4</b>							
<b>Title:</b> Am I normal?  <b>Text category:</b> Informative <b>Text type:</b> Explanation <b>Form:</b> Online article <b>Purpose:</b> To explain how or why something occurs <b>Theme:</b> Health <b>Topic:</b> Why people wonder if they are normal	Nominalisation; grammatical Themes			<b>Expressing and developing ideas</b>	Understand the effect of nominalisation in the writing of informative and persuasive texts <b>ACELA1546</b>		
					<b>Text structure and organisation</b>	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 <b>ACELA1505</b>	

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### 9.0 Grammar


							
Unit 9.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> Planning a music festival  <b>Text category:</b> Informative  <b>Text type:</b> Procedure  <b>Form:</b> Feature article in a magazine  <b>Purpose:</b> To instruct on how to do something  <b>Theme:</b> Creating  <b>Topic:</b> How to plan a music festival	Modal verbs; embedded adjectival clauses			Expressing and developing ideas	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns <b>ACELA1536</b>		
					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 <b>ACELA1545</b>		
Unit 9.0.6							
<b>Title:</b> The best time is dog time  <b>Text category:</b> Informative  <b>Text type:</b> Explanation  <b>Form:</b> Magazine article  <b>Purpose:</b> To explain how or why something occurs  <b>Theme:</b> Animals  <b>Topic:</b> How dogs perceive time	Nominalisation; simple sentences			Expressing and developing ideas	Understand the effect of nominalisation in the writing of informative and persuasive texts <b>ACELA1546</b>		
					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 <b>ACELA1545</b>		



## Year 9 Content matrix and Australian Curriculum mapping

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
- The first 'Content' column relates to the specific content of the WordFlyers unit. All other columns are about which aspects of the Australian Curriculum are being taught.
- All curriculum information is consistent with version 8.1 of the Australian Curriculum, 16 December 2015.


### 9.0 Grammar

							
Unit 9.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Let's get our own hands dirty</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online article  <b>Purpose:</b> To persuade through the use of scientific data and/or evidence  <b>Theme:</b> Environment  <b>Topic:</b> Recycling	Sensing verbs; grammatical Themes			<b>Expressing and developing ideas</b>	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases <b>ACELA1523</b>		
				<b>Text structure and organisation</b>	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 <b>ACELA1505</b>		
<b>Unit 9.0.8</b>							
<b>Title:</b> <b>Are politicians good or bad?</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Discussion  <b>Form:</b> Online forum thread  <b>Purpose:</b> To provide a forum for different viewpoints  <b>Theme:</b> Communication  <b>Topic:</b> Are politicians good or bad for the community?	Nominalisation; complex sentences			<b>Expressing and developing ideas</b>	Understand the effect of nominalisation in the writing of informative and persuasive texts <b>ACELA1546</b>		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas <b>ACELA1522</b>		

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.0 Grammar

							
Unit 9.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<b>Title:</b> <b>Helpful hackers do exist</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Exposition  <b>Form:</b> Online newspaper article  <b>Purpose:</b> To persuade through the use of 'real cases'  <b>Theme:</b> Ethics  <b>Topic:</b> Computer hackers	Nouns, noun groups and expanded noun groups; grammatical Themes			<b>Expressing and developing ideas</b>	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 <b>ACELA1508</b>		
				<b>Text structure and organisation</b>	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 <b>ACELA1505</b>		
<b>Unit 9.0.10</b>							
<b>Title:</b> <b>Colour sensation</b>  <b>Text category:</b> Persuasive  <b>Text type:</b> Text Response  <b>Form:</b> Magazine article  <b>Purpose:</b> To respond to visual texts, at an evaluative level  <b>Theme:</b> Design  <b>Topic:</b> Review of an art exhibition	Modal adverbs; compound sentences			<b>Expressing and developing ideas</b>	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns <b>ACELA1536</b>		
					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 <b>ACELA1545</b>		