

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Reading comprehension

|   |   |  |  |  |  |                               |  |
|--|---|--|--|--|--|-------------------------------|--|
| Unit 9.2.1   | Content   | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br>My grandmother's jade bracelet<br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Narrative<br><br><b>Form:</b> Short story (realistic fiction)<br><br><b>Purpose:</b> To entertain and inform<br><br><b>Theme:</b> Creating<br><br><b>Topic:</b> Memory loss in the elderly  | Identifying and explaining the text structures and language features of Narrative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas presented in short stories; identifying and interpreting combinations of plot, setting and characterisation in realistic fiction; exploring the impact of particular language choices in short stories; evaluating the quality of texts, including the realism of the plot                 | <b>Interpreting, analysing, evaluating</b> | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b>            | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |   |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b>          | <b>Expressing and developing ideas</b> | Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning <b>ACELA1560</b> |                               | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |
| <b>Unit 9.2.2</b>  |   |  |  |  |  |                               |  |
| <b>Title:</b><br>More than meets the ice<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Explanation<br><br><b>Form:</b> Extract from a chapter on energy transfer models (imaginative anecdote)<br><br><b>Purpose:</b> To explain how or why something occurs<br><br><b>Theme:</b> Humour<br><br><b>Topic:</b> How energy transfer causes changes in the state of matter | Identifying and explaining the text structures and language features of Explanation texts; using established strategies and processes to predict, access and monitor meaning; identifying and explaining innovations on text structures and use of language for specific purposes and effects in informative texts; identifying and analysing the discourses that are represented in informative texts (e.g. how energy transfer causes changes in the state of matter) | <b>Interpreting, analysing, evaluating</b> | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b>            | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |   |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b>          |  |  |                               | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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### 9.2 Reading comprehension

|   |   |  |  |  |  |                               |  |
|--|---|--|--|--|--|-------------------------------|--|
| Unit 9.2.3   | Content   | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br><b>Why aren't our kids learning Chinese?</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Discussion<br><b>Form:</b> Discussion thread on <i>Real-time News</i> website<br><b>Purpose:</b> To provide a forum for different viewpoints<br><b>Theme:</b> Communication<br><b>Topic:</b> The Asian Century: implications for Australian students                              | Identifying and explaining the text structures and language features of Discussion texts; using established strategies and processes to predict, access and monitor meaning in texts; identifying and explaining innovations on text structures and use of language for specific purposes and effects in persuasive texts; identifying and analysing the different perspectives on the issue of language acquisition (particularly Asian languages) in school   | <b>Interpreting, analysing, evaluating</b> | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b>            | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |   |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b>          |  | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b> |                               |  |
|  |   | <b>Texts in context</b>                    | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts <b>ACELY1739</b>                         |  |  |                               |  |
| <b>Unit 9.2.4</b>  |   |  |  |  |  |                               |  |
| <b>Title:</b><br><b>Fast-food chains deliver opportunities</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> 'Expert talk' on current affairs TV program (video clip and transcript)<br><b>Purpose:</b> To persuade, through the use of evidence and elaboration of arguments<br><b>Theme:</b> Employment<br><b>Topic:</b> Young workers in the fast-food industry | Identifying and explaining the text structures and language features of Exposition texts; using established strategies and processes to predict, access and monitor meaning in texts; identifying and explaining innovations on text structures and use of language for specific purposes and effects in persuasive texts; identifying and analysing the use of evidence to add authority to persuasive texts; identifying and analysing a single perspective about the benefits of work experience in fast-food chains | <b>Interpreting, analysing, evaluating</b> | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b>            | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |   |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b>          |  | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b> |                               |  |

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### 9.2 Reading comprehension

|   |  |  |  |  |   |                               |  |
|--|--|--|--|--|---|-------------------------------|--|
| Unit 9.2.5   | Content  | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br><b>Mary Lee:</b><br><b>Irish-Australian</b><br><b>activist</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography to accompany the release of a commemorative coin<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> History<br><br><b>Topic:</b> Women's rights in Australia | Identifying and explaining the text structures and language features of Description texts; using established strategies and processes to predict, access and monitor meaning in texts; identifying and explaining innovations on text structures and use of language for specific purposes and effects in informative texts; identifying the discourses that are represented in informative texts; identifying and analysing a single perspective regarding a famous political activist in Australia's history | <b>Interpreting, analysing, evaluating</b> | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b> | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |  |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b>          |  |   |                               | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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|  |  |  |  |  |   |                               |  |
|--|--|---|--|--|---|-------------------------------|--|
| Unit 9.2.6   | Content  | Strand: Literacy Sub-strand   | Content descriptions   | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br><b>Bride prices: age-old and modern practices</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Report<br><br><b>Form:</b> Text panel accompanying an exhibit (cultural artefacts display)<br><br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><br><b>Theme:</b> Commerce<br><br><b>Topic:</b> Social change and traditions in Asian and Pacific Islander societies | Identifying and explaining the text structures and language features of Report texts; using established strategies and processes to predict, access and monitor meaning in texts; identifying and explaining innovations on text structures and use of language for specific purposes and effects in informative texts; identifying the discourses that are represented in informative texts; identifying and analysing the different perspectives relating to the cultural custom of bride prices | <b>Texts in context</b>   | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts <b>ACELY1739</b>                         | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b>   | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |  | <b>Interpreting, analysing, evaluating</b>  | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> |  |   |                               | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |
|  |  |   |  |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b> |                               |  |

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|    |  |  |  |  |   |                               |  |
|---|--|--|--|--|---|-------------------------------|--|
| Unit 9.2.7  | Content  | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br><b>To spray or not to spray?</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Discussion<br><b>Form:</b> Feature article in a popular health and wellness magazine<br><b>Purpose:</b> To present a number of arguments related to an issue/topic<br><b>Theme:</b> Health<br><b>Topic:</b> Use and abuse of antibacterial products in domestic contexts | Identifying and explaining the text structures and language features of Discussion texts; using established strategies and processes to predict, access and monitor meaning in texts; identifying and explaining innovations on text structures and use of language for specific purposes and effects in persuasive texts; identifying and analysing the use of supporting evidence/ examples to add authority to persuasive texts; identifying and analysing the different perspectives relating to the use of antibacterial products in the home | <b>Interpreting, analysing, evaluating</b> | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b> | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|   |  |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b>          |  |   |                               | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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### 9.2 Reading comprehension

|  Australian CURRICULUM   |  |  |  |  |   |                               |  |
|---|--|--|--|--|---|-------------------------------|--|
| Unit 9.2.8  | Content  | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br>Zero tolerance saves lives<br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> Online article<br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><b>Theme:</b> Community<br><b>Topic:</b> Licence restrictions on young drivers | Identifying and explaining the text structures and language features of Exposition texts; using established strategies and processes to predict, access and monitor meaning in texts; identifying and explaining innovations on text structures and use of language for specific purposes and effects in persuasive texts; identifying and analysing the use of evidence and referenced sources to add authority to persuasive texts; identifying and analysing the primary perspective regarding licence restrictions and a zero tolerance policy towards inexperienced drivers | <b>Interpreting, analysing, evaluating</b> | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts <b>ACELY1744</b> | <b>Text structure and organisation</b> | Understand that authors innovate with text structures and language for specific purposes and effects <b>ACELA1553</b> | <b>Examining literature</b>   | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|   |  |  | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <b>ACELY1745</b>          |  |   |                               | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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### 9.2 Writing

|   |   |  |                      |                             |                      |                                 |  |
|---|---|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 9.2.1  | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>My grandmother's jade bracelet<br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Narrative<br><br><b>Form:</b> Short story (realistic fiction)<br><br><b>Purpose:</b> To entertain and inform<br><br><b>Theme:</b> Creating<br><br><b>Topic:</b> Memory loss in the elderly | <b>Purpose, text type/form, audience:</b> To provide an intriguing 'realistic fiction' narrative, in short story form, for a young adult audience<br><br><b>Text structure:</b> Unusual or incomplete ending to intrigue readers or to encourage speculation; plot, characters and setting developed around the theme of real events and/or objects that have significance in people's lives; well-developed Evaluation stage, interspersed and as the final stage of the text<br><br><b>Language features:</b> Specific nouns; expanded noun groups (adjectival phrases and clauses); a variety of verbs, but particularly action, relating and sensing (thinking/feeling); mainly simple and compound sentences, with some complex sentences and sentence fragments |   |                      |                             |                      | <b>Responding to literature</b> | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|   |   |   |                      |                             |                      | <b>Examining literature</b>     | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|   |   |   |                      |                             |                      |                                 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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### 9.2 Writing

|  |  |  |                      |                             |                      |                                 |  |
|--|--|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 9.2.2   | Content  | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>More than meets the ice<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Explanation<br><br><b>Form:</b> Extract from a chapter on energy transfer models (imaginative anecdote)<br><br><b>Purpose:</b> To explain how or why something occurs<br><br><b>Theme:</b> Humour<br><br><b>Topic:</b> How energy transfer causes changes in the state of matter | <b>Purpose, text type/form, audience:</b> To explain how energy is transferred through different mediums, in the form of an imaginative anecdote in a chapter section accompanied by diagrams or a flowchart, for a novice audience<br><br><b>Text structure:</b> Phenomenon identification stage absent or missing from the text (readers have to identify the subject of the text as it unfolds); Explanation sequence, where the steps involved in the transfer of energy between solid, liquid and gaseous states of a substance are explained<br><br><b>Language features:</b> General and abstract nouns, including nominalisations; technical language; everyday and evocative language choices; mainly action and relating verbs; adverbials of time, place and manner |   |                      |                             |                      | <b>Responding to literature</b> | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|  |  |   |                      |                             |                      | <b>Examining literature</b>     | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |  |   |                      |                             |                      |                                 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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### 9.2 Writing

|  |   |  |                      |                             |                      |                                 |  |
|--|---|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 9.2.3   | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br><b>Why aren't our kids learning Chinese?</b><br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Discussion<br><br><b>Form:</b> Discussion thread on <i>Real-time News</i> website<br><br><b>Purpose:</b> To provide a forum for different viewpoints<br><br><b>Theme:</b> Communication<br><br><b>Topic:</b> The Asian Century: implications for Australian students | <b>Purpose, text type/form, audience:</b> To provide an opportunity for the expression of personal viewpoints on the teaching of Chinese in schools, in the form of a series of comments on the website of a newspaper, for a general audience<br><br><b>Text structure:</b> Initial comment to be in response to a 'breaking news' article related to a decrease in the number of senior secondary school students studying Asian languages; each comment commences with a statement outlining or summarising the person's viewpoint, followed by an argument/evidence to support this viewpoint<br><br><b>Language features:</b> General nouns; expanded noun groups (with adjectives and adjectival phrases); relating and sensing verbs (single, multiple and phrasal); modal verbs to express certainty or obligation; adverbials indicating point of view/comment; adverbs and adverbial phrases of manner to express judgement |   |                      |                             |                      | <b>Responding to literature</b> | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|  |   |   |                      |                             |                      | <b>Examining literature</b>     | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |   |   |                      |                             |                      |                                 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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### 9.2 Writing

|   |   |  |                      |  |  |                                 |  |
|---|---|---|----------------------|--|--|---------------------------------|--|
| Unit 9.2.4  | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br><b>Fast-food chains deliver opportunities</b><br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Exposition<br><br><b>Form:</b> 'Expert talk' on current affairs TV program (video clip and transcript)<br><br><b>Purpose:</b> To persuade, through the use of evidence and elaboration of arguments<br><br><b>Theme:</b> Employment<br><br><b>Topic:</b> Young workers in the fast-food industry | <b>Purpose, text type/form, audience:</b> To present one opinion (informed) on the working conditions for young, part-time workers in the food industry, in the form of an 'expert talk', for a general audience<br><br><b>Text structure:</b> Introduction, including a statement of the thesis (contention) in a way that is both clear and captures reader interest; short Argument paragraphs where 'real' cases' are presented in support of the thesis; each Argument paragraph begins with a clear assertion or claim related to the thesis, followed by elaborations and/or evidence; Conclusion that restates thesis in a 'new' or different way and summarises Arguments<br><br><b>Language features:</b> Evaluative language including modal auxiliary verbs, modal adverbs and focusing adverbs; technical language; abstract nouns and nominalisations; a variety of verb types including relating verbs, sensing verbs and action verbs; text connectives that link ideas and arguments across sentences and paragraphs |   |                      | <b>Text structure and organisation</b> | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas <b>ACELA1770</b> | <b>Responding to literature</b> | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|   |   |   |                      |  |  | <b>Examining literature</b>     | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|   |   |   |                      |  |  |                                 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Writing

|  |  |  |                      |                             |                      |                                 |  |
|--|--|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 9.2.5   | Content  | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br><b>Mary Lee:</b><br><b>Irish-Australian</b><br><b>activist</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography to accompany the release of a commemorative coin<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> History<br><br><b>Topic:</b> Women's rights in Australia | <b>Purpose, text type/form, audience:</b> To describe the character, values and activities of one political activist in a key historical period, in an informative and engaging manner, for a general audience<br><br><b>Text structure:</b> Introduction to the person to be described; followed by descriptions of their political beliefs and values, goals, activities and achievements, with an emphasis on highlighting contributions to contemporary political forms and contexts<br><br><b>Language features:</b> Specific nouns related to the subject; noun groups including adjectives, adjectival phrases and adjectival clauses; a range of verbs including action verbs, relating verbs and sensing verbs; adverbs, adverbial phrases and adverbial clauses that provide information about when, where, how and why particular events occurred |   |                      |                             |                      | <b>Responding to literature</b> | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|  |  |   |                      |                             |                      | <b>Examining literature</b>     | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |  |   |                      |                             |                      |                                 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

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### 9.2 Writing

|  |   |  |                      |                             |                      |                                 |  |
|--|---|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 9.2.6   | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br><b>Bride prices: age-old and modern practices</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Report<br><br><b>Form:</b> Text panel accompanying an exhibit (cultural artefacts display)<br><br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><br><b>Theme:</b> Commerce<br><br><b>Topic:</b> Social change and traditions in Asian and Pacific Islander societies | <b>Purpose, text type/form, audience:</b> To classify and describe the practice of assigning and receiving a bride prices in traditional and contemporary contexts; written in the form of a text panel to accompany a museum display, for a general audience of museum visitors<br><br><b>Text structure:</b> Introductory statement defining the phenomenon of a bride price and providing some background on where it is still practised (General Classification stage); more detailed descriptions of bride price practices in traditional and contemporary contexts, including how they were/are paid, difficulties associated with these practices and links with Western cultural practices (Description stage)<br><br><b>Language features:</b> Technical language related to the topic of bride practices, including general nouns and nominalisations; adjectives, adjectival phrases and adjectival clauses that build up detailed descriptions of aspects of bride-price practices; a variety of verb types, including relating, action and sensing verbs; use of the present tense form of verbs, except where historical information is being reconstructed |   |                      |                             |                      | <b>Responding to literature</b> | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|  |   |   |                      |                             |                      | <b>Examining literature</b>     | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |   |   |                      |                             |                      |                                 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Writing

|   |  |  |                      |                             |                      |                                 |  |
|---|--|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 9.2.7  | Content  | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>To spray or not to spray?<br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Discussion<br><br><b>Form:</b> Feature article in a popular health and wellness magazine<br><br><b>Purpose:</b> To present a number of arguments related to an issue/topic<br><br><b>Theme:</b> Health<br><br><b>Topic:</b> Use and abuse of antibacterial products in domestic contexts | <b>Purpose, text type/form, audience:</b> To provide an opportunity for the expression of considered viewpoints on the risks and benefits involved in using antibacterial products such as surface wipes in domestic contexts, in the form of a short feature article in a popular health and wellness magazine, for a general audience<br><br><b>Text structure:</b> Introductory paragraph containing the Issue Statement stage, but not offering any single opinion on the use of antibacterial cleaning products; body paragraphs presenting the Arguments stage, with 'for' and 'against' arguments related to the risks and benefits involved in using antibacterial products; each paragraph developing one argument, using topic sentence and supporting evidence and/or elaborations, including reference to 'experts'; a short paragraph representing the Conclusion stage, summarising the arguments and posing a challenge to readers in the form of a question<br><br><b>Language features:</b> General nouns; adjectivals that provide more detail to the general nouns; evaluative language and inclusive language; a variety of verbs, including action verbs, saying verbs and relating verbs that may include modal auxiliary verbs; text connectives that link the ideas and/or arguments across sentences and paragraphs; a range of adverbs, adverbial phrases and adverbial clauses that provide detailed information about how, when or where things happen |   |                      |                             |                      | <b>Responding to literature</b> | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|   |  |   |                      |                             |                      | <b>Examining literature</b>     | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|   |  |   |                      |                             |                      |                                 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Writing

|  |   |  |                      |                                 |  |                               |  |
|--|---|---|----------------------|---------------------------------|--|-------------------------------|--|
| Unit 9.2.8   | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand     | Content descriptions   | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br>Zero tolerance saves lives<br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Exposition<br><br><b>Form:</b> Online article<br><br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><br><b>Theme:</b> Community<br><br><b>Topic:</b> Licence restrictions on young drivers | <b>Purpose, text type/form, audience:</b> To present one opinion (institutional) on the practice of imposing restrictions on novice drivers and riders, in the form of an online article, for a general audience<br><br><b>Text structure:</b> Introduction, including a statement of the thesis (contention) in a way that is both clear and creates links with scientific data, and sentences that 'signpost' the issues/arguments to be raised; two short Argument paragraphs where scientific data and/or statistics are presented in support of the thesis; each Argument paragraph begins with a clear assertion or claim related to the thesis, followed by elaborations and/or evidence; sources of data/evidence acknowledged using footnotes; Conclusion that restates thesis in a 'new' or different way and summarises Arguments<br><br><b>Language features:</b> Evaluative language that influences the reader to accept a point of view; modal verbs and modal adverbs; general nouns and abstract nouns, including technical terms; a range of verbs, including relating verbs, action verbs and sensing verbs; adverbs and adverbial phrases to express how or why things happen; text connectives that link arguments and supporting evidence |   |                      | Text structure and organisation | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas <b>ACELA1770</b> | Responding to literature      | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <b>ACELT1771</b>                                    |
|  |   |   |                      |                                 |  | Examining literature          | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <b>ACELT1636</b> |
|  |   |   |                      |                                 |  |                               | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts <b>ACELT1772</b>                                     |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Vocabulary/Spelling

|  Australian CURRICULUM  |  |  |  |  |  |                               |                      |
|--|--|--|--|--|--|-------------------------------|----------------------|
| Unit 9.2.1   | Content  | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br>My grandmother's jade bracelet<br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Narrative<br><br><b>Form:</b> Short story (realistic fiction)<br><br><b>Purpose:</b> To entertain and inform<br><br><b>Theme:</b> Creating<br><br><b>Topic:</b> Memory loss in the elderly  | Using common spelling strategies (double consonants; adding prefixes and suffixes to base words) | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> | <b>Expressing and developing ideas</b> | Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech <b>ACELA1562</b> |                               |                      |
| <b>Unit 9.2.2</b>  |  |  |  |  |  |                               |                      |
| <b>Title:</b><br>More than meets the ice<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Explanation<br><br><b>Form:</b> Extract from a chapter on energy transfer models (imaginative anecdote)<br><br><b>Purpose:</b> To explain how or why something occurs<br><br><b>Theme:</b> Humour<br><br><b>Topic:</b> How energy transfer causes changes in the state of matter | Technical language (science)   | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> |  |  |                               |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Vocabulary/Spelling

|   |   |  |  |  |   |                               |                      |
|--|---|--|--|--|---|-------------------------------|----------------------|
| Unit 9.2.3   | Content   | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Why aren't our kids learning Chinese?</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Discussion<br><b>Form:</b> Discussion thread on <i>Real-time News</i> website<br><b>Purpose:</b> To provide a forum for different viewpoints<br><b>Theme:</b> Communication<br><b>Topic:</b> The Asian Century: implications for Australian students                              | Language variations in formal and informal contexts                     | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> | <b>Language variation and change</b>   | Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing <b>ACELA1550</b> |                               |                      |
|  |   |  |  | <b>Expressing and developing ideas</b> | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness <b>ACELA1561</b>   |                               |                      |
| <b>Unit 9.2.4</b>  |   |  |  |  |   |                               |                      |
| <b>Title:</b><br><b>Fast-food chains deliver opportunities</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> 'Expert talk' on current affairs TV program (video clip and transcript)<br><b>Purpose:</b> To persuade, through the use of evidence and elaboration of arguments<br><b>Theme:</b> Employment<br><b>Topic:</b> Young workers in the fast-food industry | Using spelling strategies and rules to accurately spell nominalisations | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> | <b>Expressing and developing ideas</b> | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness <b>ACELA1561</b>   |                               |                      |

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### 9.2 Vocabulary/Spelling

|   |   |  |  |  |   |                               |                      |
|--|---|--|--|--|---|-------------------------------|----------------------|
| Unit 9.2.5   | Content   | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Mary Lee: Irish-Australian activist</b><br><br><b>Text category:</b><br>Informative<br><b>Text type:</b> Description<br><b>Form:</b> Short biography to accompany the release of a commemorative coin<br><b>Purpose:</b> To describe the specific features of something or someone<br><b>Theme:</b> History<br><b>Topic:</b> Women's rights in Australia   | Technical language (political issues and activities)  | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> | <b>Expressing and developing ideas</b> | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness <b>ACELA1561</b> |                               |                      |
| <b>Unit 9.2.6</b>  |   |  |  |  |   |                               |                      |
| <b>Title:</b><br><b>Bride prices: age-old and modern practices</b><br><br><b>Text category:</b><br>Informative<br><b>Text type:</b> Report<br><b>Form:</b> Text panel accompanying an exhibit (cultural artefacts display)<br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><b>Theme:</b> Commerce<br><b>Topic:</b> Social change and traditions in Asian and Pacific Islander societies | Using effective spelling strategies (hard and soft 'c'; creating plural nouns; syllabification) | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> | <b>Expressing and developing ideas</b> | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness <b>ACELA1561</b> |                               |                      |

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### 9.2 Vocabulary/Spelling

|   |   |  |  |  |   |                               |                      |
|--|---|--|--|--|---|-------------------------------|----------------------|
| Unit 9.2.7   | Content   | Strand: Literacy Sub-strand                | Content descriptions   | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <p><b>Title:</b><br/>To spray or not to spray?</p> <p><b>Text category:</b> Persuasive</p> <p><b>Text type:</b> Discussion</p> <p><b>Form:</b> Feature article in a popular health and wellness magazine</p> <p><b>Purpose:</b> To present a number of arguments related to an issue/topic</p> <p><b>Theme:</b> Health</p> <p><b>Topic:</b> Use and abuse of antibacterial products in domestic contexts</p> | Using spelling strategies to spell topic-specific words correctly (syllabification; common prefixes and suffixes) | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> | <b>Expressing and developing ideas</b> | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness <b>ACELA1561</b> |                               |                      |
| <b>Unit 9.2.8</b>  |   |  |  |  |   |                               |                      |
| <p><b>Title:</b><br/>Zero tolerance saves lives</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> Community</p> <p><b>Topic:</b> Licence restrictions on young drivers</p>  | Technical language (driving licence restrictions)   | <b>Interpreting, analysing, evaluating</b> | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <b>ACELY1743</b> | <b>Expressing and developing ideas</b> | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness <b>ACELA1561</b> |                               |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Punctuation

|    |  |                             |                      |  |  |                               |                      |
|---|--|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 9.2.1  | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>My grandmother's jade bracelet</b><br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Narrative<br><br><b>Form:</b> Short story (realistic fiction)<br><br><b>Purpose:</b> To entertain and inform<br><br><b>Theme:</b> Creating<br><br><b>Topic:</b> Memory loss in the elderly  | Using quotation marks and ellipses in direct speech                                      |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |
| <b>Unit 9.2.2</b>   |  |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>More than meets the ice</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Explanation<br><br><b>Form:</b> Extract from a chapter on energy transfer models (imaginative anecdote)<br><br><b>Purpose:</b> To explain how or why something occurs<br><br><b>Theme:</b> Humour<br><br><b>Topic:</b> How energy transfer causes changes in the state of matter | Using commas to separate phrases and clauses in compound sentences and complex sentences |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Punctuation

|   |   |                             |                      |  |  |                               |                      |
|--|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 9.2.3   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Why aren't our kids learning Chinese?</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Discussion<br><b>Form:</b> Discussion thread on <i>Real-time News</i> website<br><b>Purpose:</b> To provide a forum for different viewpoints<br><b>Theme:</b> Communication<br><b>Topic:</b> The Asian Century: implications for Australian students                              | Using common punctuation marks in online texts      |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |
| <b>Unit 9.2.4</b>  |   |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>Fast-food chains deliver opportunities</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> 'Expert talk' on current affairs TV program (video clip and transcript)<br><b>Purpose:</b> To persuade, through the use of evidence and elaboration of arguments<br><b>Theme:</b> Employment<br><b>Topic:</b> Young workers in the fast-food industry | Using apostrophes to show contraction or possession |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Punctuation

|   |   |                             |                      |  |  |                               |                      |
|--|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 9.2.5   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Mary Lee:</b><br><b>Irish-Australian</b><br><b>activist</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography to accompany the release of a commemorative coin<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> History<br><br><b>Topic:</b> Women's rights in Australia | Using a range of sentence punctuation (full stops, question marks, colons, brackets and dashes) |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

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### 9.2 Punctuation

|    |   |                             |                      |  |  |                               |                      |
|---|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 9.2.6  | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Bride prices: age-old and modern practices</b><br><br><b>Text category:</b> Informative<br><b>Text type:</b> Report<br><b>Form:</b> Text panel accompanying an exhibit (cultural artefacts display)<br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><b>Theme:</b> Commerce<br><b>Topic:</b> Social change and traditions in Asian and Pacific Islander societies | Using commas to separate adverbs, adverbial phrases and text connectives in sentences |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |
| <b>Unit 9.2.7</b><br><br><b>Title:</b><br><b>To spray or not to spray?</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Discussion<br><b>Form:</b> Feature article in a popular health and wellness magazine<br><b>Purpose:</b> To present a number of arguments related to an issue/topic<br><b>Theme:</b> Health<br><b>Topic:</b> Use and abuse of antibacterial products in domestic contexts              | Using a range of sentence punctuation (commas, dashes and colons)                     |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

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### 9.2 Punctuation

|   |  |                             |                      |  |  |                               |                      |
|--|--|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 9.2.8   | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Zero tolerance saves lives</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> Online article<br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><b>Theme:</b> Community<br><b>Topic:</b> Licence restrictions on young drivers | Using commas and colons in lists and sentences |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Grammar

|   |   |                             |                      |  |   |                               |                      |
|--|---|-----------------------------|----------------------|--|---|-------------------------------|----------------------|
| Unit 9.2.1   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>My grandmother's jade bracelet</b><br><br><b>Text category:</b> Imaginative<br><b>Text type:</b> Narrative<br><b>Form:</b> Short story (realistic fiction)<br><b>Purpose:</b> To entertain and inform<br><b>Theme:</b> Creating<br><b>Topic:</b> Memory loss in the elderly  | Adverbs and adverbial phrases; simple sentences, compound sentences and complex sentences |                             |                      | <b>Expressing and developing ideas</b> | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b>   |                               |                      |
| <b>Unit 9.2.2</b>  |   |                             |                      |  |   |                               |                      |
| <b>Title:</b><br><b>More than meets the ice</b><br><br><b>Text category:</b> Informative<br><b>Text type:</b> Explanation<br><b>Form:</b> Extract from a chapter on energy transfer models (imaginative anecdote)<br><b>Purpose:</b> To explain how or why something occurs<br><b>Theme:</b> Humour<br><b>Topic:</b> How energy transfer causes changes in the state of matter | Nominalisation; compound-complex sentences  |                             |                      | <b>Expressing and developing ideas</b> | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b><br><br>Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text<br><b>ACELA1559</b> |                               |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Grammar

|    |   |                             |                      |  |   |                               |                      |
|---|---|-----------------------------|----------------------|--|---|-------------------------------|----------------------|
| Unit 9.2.3  | Content                                     | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <p><b>Title:</b><br/><b>Why aren't our kids learning Chinese?</b></p> <p><b>Text category:</b> Persuasive<br/><b>Text type:</b> Discussion<br/><b>Form:</b> Discussion thread on <i>Real-time News</i> website<br/><b>Purpose:</b> To provide a forum for different viewpoints<br/><b>Theme:</b> Communication<br/><b>Topic:</b> The Asian Century: implications for Australian students</p>                              | Verb groups; variations in simple sentences |                             |                      | <b>Expressing and developing ideas</b> | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b> |                               |                      |
| <b>Unit 9.2.4</b>   |   |                             |                      |  |   |                               |                      |
| <p><b>Title:</b><br/><b>Fast-food chains deliver opportunities</b></p> <p><b>Text category:</b> Persuasive<br/><b>Text type:</b> Exposition<br/><b>Form:</b> 'Expert talk' on current affairs TV program (video clip and transcript)<br/><b>Purpose:</b> To persuade, through the use of evidence and elaboration of arguments<br/><b>Theme:</b> Employment<br/><b>Topic:</b> Young workers in the fast-food industry</p> | Verb groups; complex sentences              |                             |                      | <b>Expressing and developing ideas</b> | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b> |                               |                      |

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### 9.2 Grammar

|    |   |                             |                      |  |   |                               |                      |
|---|---|-----------------------------|----------------------|--|---|-------------------------------|----------------------|
| Unit 9.2.5  | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Mary Lee:</b><br><b>Irish-Australian</b><br><b>activist</b><br><br><b>Text category:</b> Informative<br><b>Text type:</b> Description<br><b>Form:</b> Short biography to accompany the release of a commemorative coin<br><b>Purpose:</b> To describe the specific features of something or someone<br><b>Theme:</b> History<br><b>Topic:</b> Women's rights in Australia | Noun groups and expanded noun groups; complex sentences |                             |                      | <b>Expressing and developing ideas</b> | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b> |                               |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Grammar

|    |  |                             |                      |  |  |   |                      |
|---|--|-----------------------------|----------------------|--|--|---|----------------------|
| Unit 9.2.6  | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand   | Content descriptions |
| <b>Title:</b><br><b>Bride prices: age-old and modern practices</b><br><br><b>Text category:</b> Informative<br><b>Text type:</b> Report<br><b>Form:</b> Text panel accompanying an exhibit (cultural artefacts display)<br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><b>Theme:</b> Commerce<br><b>Topic:</b> Social change and traditions in Asian and Pacific Islander societies | Nominalisation; the use of simple sentences  |                             |                      | <b>Expressing and developing ideas</b> | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b>        |   |                      |
|   |  |                             |                      |  | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text<br><b>ACELA1559</b> |   |                      |
| <b>Unit 9.2.7</b>   |  |                             |                      |  |  |   |                      |
| <b>Title:</b><br><b>To spray or not to spray?</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Discussion<br><b>Form:</b> Feature article in a popular health and wellness magazine<br><b>Purpose:</b> To present a number of arguments related to an issue/topic<br><b>Theme:</b> Health<br><b>Topic:</b> Use and abuse of antibacterial products in domestic contexts                                       | Text connectives (clarifying, additive, conditional and causal); different sentence types and their purposes |                             |                      | <b>Expressing and developing ideas</b> | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b>        |   |                      |
|   |  |                             |                      |  | <b>Text structure and organisation</b>   | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas<br><b>ACELA1770</b> |                      |

## Year 9 Content matrix and Australian Curriculum mapping

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### 9.2 Grammar

|   |   |                             |                      |                                 |   |                               |                      |
|--|---|-----------------------------|----------------------|---------------------------------|---|-------------------------------|----------------------|
| Unit 9.2.8   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand     | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Zero tolerance saves lives</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> Online article<br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><b>Theme:</b> Community<br><b>Topic:</b> Licence restrictions on young drivers | Nominalisation; using different sentence types for different purposes |                             |                      | Expressing and developing ideas | Explain how authors creatively use the structures of sentences and clauses for particular effects<br><b>ACELA1557</b> |                               |                      |

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