

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Reading comprehension

							
Unit 9.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: So many directions Text category: Imaginative Text type: Poetry Form: Multimodal text (dramatic monologue with slide show) Purpose: To reflect on a real aspect of life Theme: Media Topic: Life choices	Structures and language features of poetic texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas presented in a dramatic monologue; exploring the nature of the transition between adolescence and adulthood; analysing the use of visual, vocal and verbal modes to represent key meanings; evaluating the quality of texts, including the use of literary devices in poetry texts	Interpreting, analysing, evaluating	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
				Expressing and developing ideas	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning ACELA1560		Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772
Unit 9.3.2							
Title: The making of a disaster: Fukushima Text category: Informative Text type: Recount Form: Annotated timeline Purpose: To recreate a sequence of events Theme: Technology Topic: Natural and man-made disasters	Identifying and explaining the text structures and language features of Recount 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; analysing a historical disaster and how culture influenced the lead-up to the disaster	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
			Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745				Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Reading comprehension

							
Unit 9.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mangroves or boardwalks at Potters Point? Text category: Persuasive Text type: Discussion Form: SMS responses to a proposed council redevelopment of a tidal zone Purpose: To provide a forum for different viewpoints Theme: Environment Topic: Ecosystems	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 related to a local redevelopment proposal; analysing how the construction of texts can be influenced by age, class and values	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
			Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745		Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772		
Unit 9.3.4							
Title: FIFO is good for families Text category: Persuasive Text type: Exposition Form: Advertorial (mining industry) Purpose: To persuade, through the use of evidence Theme: Home Topic: The effects of fly-in fly-out employment on families	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 one perspective regarding FIFO work and its effect on families	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
			Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745		Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772		

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9.3 Reading comprehension

							
Unit 9.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Birds of prey in the hands of man Text category: Informative Text type: Explanation Form: Mini feature article in a popular sports magazine Purpose: To explain how or why something occurs Theme: Sport Topic: Relationships between humans and animals in sport	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 the discourses that are represented in informative texts; interpreting and analysing the connections between man and animals, and the requirements of training wild animals	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
			Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745		Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772		
Unit 9.3.6							
Title: The value and danger of stem-cell research Text category: Persuasive Text type: Discussion Form: Short essay Purpose: To present a number of arguments related to an issue/topic Theme: Science Topic: Stem-cell research	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 topic of stem-cell research	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
			Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745		Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772		

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9.3 Reading comprehension

							
Unit 9.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Bring back national service Text category: Persuasive Text type: Exposition Form: Opinion piece from a national daily newspaper Purpose: To persuade, through the use of irony Theme: People Topic: Voluntary and/or enforced participation in the Australian Defence Force	Identifying and explaining the text structures and language features of Text Response 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 regarding the issue of national service	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
			Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745		Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772		
Unit 9.3.8							
Title: Winter light Text category: Persuasive Text type: Text Response Form: Review (art exhibition) Purpose: To respond to an artwork, at an evaluative level Theme: Design Topic: Installations as contemporary art	Identifying and explaining the text structures and language features of Text Response 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 and persuasive texts; identifying and critiquing opinions about temporary installation art	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects ACELA1553	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 ACELT1636
			Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745		Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772		

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9.3 Writing

							
Unit 9.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: So many directions Text category: Imaginative Text type: Poetry Form: Multimodal text (dramatic monologue with slide show) Purpose: To reflect on a real aspect of life Theme: Media Topic: Life choices	Purpose, text type/form, audience: To reflect on the choices or life pathways that are available in contemporary society, in the form of a dramatic monologue, for a young adult audience Text structure: Multimodal text, with verbal, visual and aural elements; main messages/ meaning carried in the verbal and visual elements; shifts in meaning or sections signalled using verbal elements; some use of extended metaphors and visual symbols Language features: Rhythm pattern which follows the natural rhythm of speech; figurative language including extended metaphor and similes; evocative language, to evoke images, memories, ideas and emotions in the minds of readers					Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
						Examining literature	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes ACELT1637
							Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Writing

							
Unit 9.3.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The making of a disaster: Fukushima Text category: Informative Text type: Recount Form: Annotated timeline Purpose: To recreate a sequence of events Theme: Technology Topic: Natural and man-made disasters	Purpose, text type/form, audience: To recreate the sequence of events leading up to the Fukushima disaster, in the form of an annotated timeline, for a young adult audience Text structure: Orientation, including a brief introduction to the Fukushima disaster; Sequence of Events leading up to the climax of the disaster, and including subsequent issues/ events; evaluations expressed through evaluative and/or modal verbs and adjectivals Language features: Nouns, including common, proper, abstract and technical nouns; nominalisations; adjectives, adjectival phrases and adjectival clauses; action verbs and relating verbs; adverbs, adverbial phrases and/or adverbial clauses to indicate the place, time and manner in which events occurred					Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
						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 ACELT1636
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9.3 Writing

							
Unit 9.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mangroves or boardwalks at Potters Point? Text category: Persuasive Text type: Discussion Form: SMS responses to a proposed council redevelopment of a tidal zone Purpose: To provide a forum for different viewpoints Theme: Environment Topic: Ecosystems	Purpose, text type/form, audience: To examine the proposed redevelopment of the tidal zone at Potters Point from a number of perspectives, in the form of a series of SMS messages from members of the general public, for a specific audience (local councillors) Text structure: Issue Statement and Arguments stages; background information related to the proposal and the means of seeking opinions from the general public; a representative range of 'for' and 'against' opinions; variations in gender, class/social demographic and age of respondents Language features: General and specific nouns; adjectivals to elaborate on nouns; a range of verbs including action verbs, sensing verbs and relating verbs; adverbials; evaluative language that indicates personal opinion or judgements					Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
						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 ACELT1636
							Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Writing

							
Unit 9.3.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: FIFO is good for families Text category: Persuasive Text type: Exposition Form: Advertorial (mining industry) Purpose: To persuade, through the use of evidence Theme: Home Topic: The effects of fly-in fly-out employment on families	Purpose, text type/form, audience: To present one opinion (corporate) on the practice of flying workers in and out of mining industry sites in remote areas, in the form of an advertorial, for a general audience Text structure: Introductory statement asserting the overall benefits of FIFO for workers and families, and identifying the mining industry as a family-friendly employer; short Argument paragraphs where specific benefits for workers and families are stated and elaborated on; Conclusion that restates thesis in a 'new' or different way and summarises Arguments Language features: Evaluative language that includes adjectives, nouns, adverbs and idiomatic expressions; a variety of nouns including common, abstract, general and technical nouns; nominalisations; a range of verbs including sensing, relating and action verbs; modal verbs; mainly simple and compound sentences, with some complex sentences					Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
						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 ACELT1636
							Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Writing

							
Unit 9.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Birds of prey in the hands of man Text category: Informative Text type: Explanation Form: Mini feature article in a popular sports magazine Purpose: To explain how or why something occurs Theme: Sport Topic: Relationships between humans and animals in sport	Purpose, text type/form, audience: To explain how birds of prey are trained to follow the commands of human handlers in the sport of falconry, in a feature article in a sports magazine, for a general audience Text structure: Phenomenon identification stage, providing a clear statement of the topic or process to be explained and providing some historical background information; Explanation sequence, where the process of training a bird of prey to follow commands is outlined sequentially, with an emphasis on cause and effect relationships; optional Conclusion, where the process is summarised and commented on Language features: Technical language; nominalisations and expanded noun groups; relating verbs and action verbs; adverbs, adverbial phrases and adverbial clauses which provide information about the circumstances surrounding the actions involved in a process or phenomenon; complex and compound-complex sentences					Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
						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 ACELT1636
							Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Writing

							
Unit 9.3.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The value and danger of stem-cell research Text category: Persuasive Text type: Discussion Form: Short essay Purpose: To present a number of arguments related to an issue/topic Theme: Science Topic: Stem-cell research	Purpose, text type/form, audience: To provide an opportunity for the expression of considered viewpoints on the risks and benefits involved in stem-cell research, in the form of a short essay, for a young adult or mature general audience Text structure: Introductory paragraph containing a Statement outlining the issues, but not offering any single opinion or conclusion; two body paragraphs presenting Arguments for and against stem-cell research, in terms of risks and benefits; each paragraph developing one argument; concluding paragraph summarising the arguments and offering an 'on balance' assessment of the arguments Language features: Evaluative language, including nouns and adjectivals; relating and action verbs; modal verbs and modal adverbs; text connectives to link arguments across sentences and paragraphs; adverbs and adverbial phrases; a variety of sentence types, including simple, compound and complex sentences			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 ACELA1770	Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
						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 ACELT1636
							Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Writing

							
Unit 9.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Bring back national service Text category: Persuasive Text type: Exposition Form: Opinion piece from a national daily newspaper Purpose: To persuade, through the use of irony Theme: People Topic: Voluntary and/or enforced participation in the Australian Defence Force	Purpose, text type/form, audience: To present one opinion (personal) on the introduction and/or maintenance of national (military) service programs, in the form of an opinion piece (using irony), for a general audience Text structure: Introduction, including a statement of the thesis (contention), with a clear indication of the ironic intent of the writer; short Argument paragraphs where assertions and 'evidence' are offered in support of the thesis; each Argument paragraph begins with a topic sentence that extends or develops the ironic intent; Conclusion that restates thesis, maintaining the ironic intent Language features: Evaluative language to express positive/negative judgements; modal verbs and adverbs; general nouns and abstract nouns; nominalisations; adjectives, adjectival phrases and adjectival clauses; stereotypes used to enforce irony			Language for interaction	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor ACELA1552	Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
				Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557	Examining literature	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Writing

							
Unit 9.3.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Winter light Text category: Persuasive Text type: Text Response Form: Review (art exhibition) Purpose: To respond to an artwork, at an evaluative level Theme: Design Topic: Installations as contemporary art	Purpose, text type/form, audience: To provide a review of a short-term art installation in a major public space, for an audience interested in the Arts Text structure: Introduction (Context stage), including an overview statement of the writer's response to/evaluation of the installation, followed by a series of descriptions and judgements related to this response (Description and Judgement stages); conclusion or summary of response Language features: Evaluative language and descriptive language; a range of verb types including relating verbs, action verbs and sensing verbs; everyday and technical language; sentences beginning with grammatical Themes					Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ACELT1771
						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 ACELT1636
							Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ACELT1772

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9.3 Vocabulary/Spelling

 Australian CURRICULUM							
Unit 9.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: So many directions Text category: Imaginative Text type: Poetry Form: Multimodal text (dramatic monologue with slide show) Purpose: To reflect on a real aspect of life Theme: Media Topic: Life choices	Figurative language (simile; metaphor; extended metaphor); evocative language	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743	Expressing and developing ideas	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness ACELA1561		
Unit 9.3.2							
Title: The making of a disaster: Fukushima Text category: Informative Text type: Recount Form: Annotated timeline Purpose: To recreate a sequence of events Theme: Technology Topic: Natural and man-made disasters	Using spelling strategies to spell new and unfamiliar words correctly (common suffixes; long vowel sounds; syllabification; compound words)	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743				

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9.3 Vocabulary/Spelling

							
Unit 9.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mangroves or boardwalks at Potters Point? Text category: Persuasive Text type: Discussion Form: SMS responses to a proposed council redevelopment of a tidal zone Purpose: To provide a forum for different viewpoints Theme: Environment Topic: Ecosystems	Using evaluative language to persuade	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743	Language for interaction	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor ACELA1552		
Unit 9.3.4							
Title: FIFO is good for families Text category: Persuasive Text type: Exposition Form: Advertorial (mining industry) Purpose: To persuade, through the use of evidence Theme: Home Topic: The effects of fly-in fly-out employment on families	Using spelling strategies and rules to accurately spell words associated with work, home and family (common sound-letter patterns; adding suffixes to base words)	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743				

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Vocabulary/Spelling

 Australian CURRICULUM							
Unit 9.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Birds of prey in the hands of man Text category: Informative Text type: Explanation Form: Mini feature article in a popular sports magazine Purpose: To explain how or why something occurs Theme: Sport Topic: Relationships between humans and animals in sport	Using spelling strategies to spell topic-specific words correctly (common sound-letter patterns; common suffixes; syllabification)	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743				
Unit 9.3.6							
Title: The value and danger of stem-cell research Text category: Persuasive Text type: Discussion Form: Short essay Purpose: To present a number of arguments related to an issue/topic Theme: Science Topic: Stem-cell research	Using evaluative language to persuade	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743	Language for interaction	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor ACELA1552		

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Vocabulary/Spelling

 Australian CURRICULUM							
Unit 9.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Bring back national service Text category: Persuasive Text type: Exposition Form: Opinion piece from a national daily newspaper Purpose: To persuade, through the use of irony Theme: People Topic: Voluntary and/or enforced participation in the Australian Defence Force	Using spelling strategies and rules to accurately spell topic-specific words correctly (drop the final 'e'; common sound-letter patterns)	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743				
Unit 9.3.8							
Title: Winter light Text category: Persuasive Text type: Text Response Form: Review (art exhibition) Purpose: To respond to an artwork, at an evaluative level Theme: Design Topic: Installations as contemporary art	Using technical language (art)	Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension ACELY1743	Expressing and developing ideas	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness ACELA1561		

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Punctuation

							
Unit 9.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: So many directions Text category: Imaginative Text type: Poetry Form: Multimodal text (dramatic monologue with slide show) Purpose: To reflect on a real aspect of life Theme: Media Topic: Life choices	Using the conventions of tone, pacing and punctuation in multimodal texts			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		
Unit 9.3.2							
Title: The making of a disaster: Fukushima Text category: Informative Text type: Recount Form: Annotated timeline Purpose: To recreate a sequence of events Theme: Technology Topic: Natural and man-made disasters	Using commas, full stops and forward slashes in dates and times			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Punctuation

							
Unit 9.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mangroves or boardwalks at Potters Point? Text category: Persuasive Text type: Discussion Form: SMS responses to a proposed council redevelopment of a tidal zone Purpose: To provide a forum for different viewpoints Theme: Environment Topic: Ecosystems	Using punctuation marks to convey meanings, including emotions, in written texts			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		
Unit 9.3.4							
Title: FIFO is good for families Text category: Persuasive Text type: Exposition Form: Advertorial (mining industry) Purpose: To persuade, through the use of evidence Theme: Home Topic: The effects of fly-in fly-out employment on families	Using commas and dashes to separate clauses			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Punctuation

							
Unit 9.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Birds of prey in the hands of man Text category: Informative Text type: Explanation Form: Mini feature article in a popular sports magazine Purpose: To explain how or why something occurs Theme: Sport Topic: Relationships between humans and animals in sport	Using commas and dashes to separate phrases and clauses in simple sentences, compound sentences and complex sentences			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		
Unit 9.3.6							
Title: The value and danger of stem-cell research Text category: Persuasive Text type: Discussion Form: Short essay Purpose: To present a number of arguments related to an issue/topic Theme: Science Topic: Stem-cell research	Using commas, semicolons and dashes in compound sentences			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Punctuation

							
Unit 9.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Bring back national service Text category: Persuasive Text type: Exposition Form: Opinion piece from a national daily newspaper Purpose: To persuade, through the use of irony Theme: People Topic: Voluntary and/or enforced participation in the Australian Defence Force	Shortened forms of words (contractions, initialisms and acronyms)			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		
Unit 9.3.8							
Title: Winter light Text category: Persuasive Text type: Text Response Form: Review (art exhibition) Purpose: To respond to an artwork, at an evaluative level Theme: Design Topic: Installations as contemporary art	Using commas to separate phrases and clauses in sentences			Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556		

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Grammar

							
Unit 9.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: So many directions Text category: Imaginative Text type: Poetry Form: Multimodal text (dramatic monologue with slide show) Purpose: To reflect on a real aspect of life Theme: Media Topic: Life choices	Common, collective and abstract nouns; use of a variety of words, groups and clauses to add information to sentences, including clauses in apposition			Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557		
Unit 9.3.2 Title: The making of a disaster: Fukushima Text category: Informative Text type: Recount Form: Annotated timeline Purpose: To recreate a sequence of events Theme: Technology Topic: Natural and man-made disasters	Expanded noun groups; 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 ACELA1557		

Year 9 Content matrix and Australian Curriculum mapping

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9.3 Grammar

 Australian CURRICULUM							
Unit 9.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mangroves or boardwalks at Potters Point? Text category: Persuasive Text type: Discussion Form: SMS responses to a proposed council redevelopment of a tidal zone Purpose: To provide a forum for different viewpoints Theme: Environment Topic: Ecosystems	Opinion, factual and classifying adjectives; adverbial and adjectival clauses in complex sentences			Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557		
Unit 9.3.4							
Title: FIFO is good for families Text category: Persuasive Text type: Exposition Form: Advertorial (mining industry) Purpose: To persuade, through the use of evidence Theme: Home Topic: The effects of fly-in fly-out employment on families	Verb groups, including multi-word groups containing auxiliary verbs and more than one lexical verb; compound-complex sentences			Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557		

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 Australian CURRICULUM							
Unit 9.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Birds of prey in the hands of man Text category: Informative Text type: Explanation Form: Mini feature article in a popular sports magazine Purpose: To explain how or why something occurs Theme: Sport Topic: Relationships between humans and animals in sport	Adverbs of manner, degree adverbs and focusing adverbs; adverbial clauses beginning with non-finite verbs			Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557		
Unit 9.3.6							
Title: The value and danger of stem-cell research Text category: Persuasive Text type: Discussion Form: Short essay Purpose: To present a number of arguments related to an issue/topic Theme: Science Topic: Stem-cell research	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 ACELA1557 Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text ACELA1559		

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Unit 9.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Bring back national service Text category: Persuasive Text type: Exposition Form: Opinion piece from a national daily newspaper Purpose: To persuade, through the use of irony Theme: People Topic: Voluntary and/or enforced participation in the Australian Defence Force	Nominalisation; expanded noun groups; compound sentences, complex sentences and compound-complex sentences			Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557		
					Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text ACELA1559		
Unit 9.3.8							
Title: Winter light Text category: Persuasive Text type: Text Response Form: Review (art exhibition) Purpose: To respond to an artwork, at an evaluative level Theme: Design Topic: Installations as contemporary art	Nominalisation; using sentences with grammatical Theme choices to highlight key messages or viewpoints			Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects ACELA1557		
					Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text ACELA1559		

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