

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>10.3.1</b> Companion 3000	<b>Narrative</b>	<b>Short story (science fiction)</b>	<b>Artificial intelligence</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and analysing of text purposes, structures and language features</li> <li>Analysing and evaluating text structures and language features of literary texts, particularly science fiction texts</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1753 ACELY1754
		Literature	Examining literature	ACELT1774
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide a science fiction short story</li> <li>For a young adult audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Deliberate manipulation of 'voice' to create non-human worlds</li> <li>Plot, characters and settings with strong links to 'classic texts' in this genre</li> <li>Well-developed Evaluation (Reaction) stages, interspersed throughout all stages of the text</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>A variety of nouns, pronouns and adjectives to refer to and describe characters and settings</li> <li>Adjectival phrases and adjectival clauses</li> <li>Expanded noun groups</li> <li>A variety of verb types, including action verbs, relating verbs, sensing verbs and saying verbs</li> <li>Adverbs, adverbial phrases and adverbial clauses</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1754
		Literature	Responding to literature	ACELT1641
Examining literature	ACELT1774			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using language to create deliberate and cumulative effects</li> </ul>	Language	Expressing and developing ideas	ACELA1571
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Punctuating direct speech</li> <li>Using quotation marks to indicate quotes from other sources</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adjectives (opinion and classifying)</li> <li>Using different sentence types for different purposes (simple, complex and sentence fragments)</li> <li>Using different sentence beginnings for different purposes</li> </ul>	Language	Expressing and developing ideas	ACELA1569

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Text	Type	Form	Topic	
<b>10.3.2</b> Why we love to be scared	<b>Explanation</b>	<b>Online article (popular psychology website)</b>	<b>The psychology of fear</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and analysing of text purposes, structures and language features</li> <li>Analysing and evaluating text structures and language features of Explanation texts</li> <li>Identifying and analysing evidence regarding the psychological and physiological aspects of fear</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1753</b> <b>ACELY1754</b>
		Literature	Examining literature	<b>ACELT1774</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To explain how and why humans benefit from experiencing fear on a neurological and social basis</li> <li>In the form of a short online article</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Text begins with a series of questions designed to engage the reader by appealing to their direct experiences of fear</li> <li>Followed by the Explanation Sequence stage, where the writer explains how fear works at both physiological and psychological levels</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Technical language and everyday terms</li> <li>Concrete nouns and abstract nouns</li> <li>Adverbs, adverbial phrases and adverbial clauses</li> <li>Compound-complex sentences</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1754</b>
		Literature	Responding to literature	<b>ACELT1641</b>
			Examining literature	<b>ACELT1774</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling patterns and strategies to spell topic-specific vocabulary correctly (syllabification; uncommon plurals; double consonants; common suffixes)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1573</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Use of a range of sentence punctuation (commas and semicolons)</li> </ul>	Language	Text structure and organisation	<b>ACELA1556</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nouns (concrete, abstract, metaphorical)</li> <li>Complex sentences</li> <li>Compound-complex sentences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1569</b>

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Text	Type	Form	Topic	
<b>10.3.3</b> J-pop's rise to the top	<b>Recount</b>	<b>Short feature article in a community newspaper</b>	<b>Music and subcultures</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identifying and analysing text purposes, structures and language features</li> <li>Analysing and evaluating text structures and language features of Recount texts</li> <li>Identifying and analysing the recent rise in popularity of J-pop music</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1753 ACELY1754
		Literature	Examining literature	ACELT1774
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To recreate the sequence of events involved in the global popularity of J-pop</li> <li>In the form of short feature article</li> <li>For a young adult audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Orientation, including a brief introduction to J-pop</li> <li>Sequence of Events leading up to the global popularity of J-pop</li> <li>Personal opinions expressed through evaluative and/or modal verbs and adjectivals</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>A range of nouns, including common nouns, proper nouns and abstract nouns</li> <li>Personal pronouns and possessive determiners</li> <li>A range of adjectivals</li> <li>Action verbs and relating verbs</li> <li>Adverbs, adverbial phrases and adverbial clauses</li> <li>Mainly simple and compound sentences with some complex sentences</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1754
		Literature	Responding to literature Examining literature	ACELT1641 ACELT1774
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using language to create deliberate and cumulative effects</li> </ul>	Language	Expressing and developing ideas	ACELA1571
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate words, phrases and clauses (introductory and transitional) in sentences</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Verb groups</li> <li>Complex verbs</li> <li>Phrasal verbs</li> <li>Using different sentence types for different purposes (simple, compound and complex)</li> </ul>	Language	Expressing and developing ideas	ACELA1569

**Cross-curriculum priority: Asia and Australia's engagement with Asia**

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Text	Type	Form	Topic	
<b>10.3.4</b> Water for the future	<b>Exposition</b>	<b>Preface for a national water management plan</b>	<b>Sustainability and resource management</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identification and evaluation of text purposes, structures and language features of Exposition texts</li> <li>Identifying and analysing embedded perspectives, and evaluating supporting evidence</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1753 ACELY1754
		Literature	Examining literature	ACELT1774
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To present an informed opinion on the status of water as the most valuable and threatened natural resource on the planet</li> <li>In the form of a position statement (Preface)</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction, including a clear statement on the value of water as a natural resource, in the face of current threats including climate change</li> <li>Three short Argument paragraphs where claims are presented to support the contention</li> <li>Each Argument paragraph begins with a topic sentence that extends or develops the central contention, followed by a detailed elaboration and reference to scientific data and evidence</li> <li>Conclusion that reiterates the contention in a new way</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language to express judgements</li> <li>Technical language</li> <li>A variety of nouns including general nouns, specific nouns, proper nouns and abstract nouns</li> <li>Adjectives and adjectival phrases to add detail to nouns</li> <li>A variety of verbs including relating verbs, action verbs and modal auxiliary verbs</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1754
		Literature	Responding to literature	ACELT1641
			Examining literature	ACELT1774
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using language to create deliberate and cumulative effects</li> </ul>	Language	Expressing and developing ideas	ACELA1571
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using standard conventions for citing others (documentary-note system)</li> </ul>	Language	Text structure and organisation	ACELA1568
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nominalisations</li> <li>Using different sentence types for different purposes (simple, compound and compound-complex)</li> </ul>	Language	Expressing and developing ideas	ACELA1569 ACELA1570

**Cross-curriculum priority: Sustainability**

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Text	Type	Form	Topic	
<b>10.3.5</b> Crossing the line	<b>Report</b>	<b>Government press release</b>	<b>Youth participation rates in sports</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identification and evaluation of text purposes, structures and language features of Report texts</li> <li>Identifying and analysing perspectives represented</li> <li>Identification and analysis of implicit or explicit values, beliefs and assumptions in the text</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1753 ACELY1754
		Literature	Examining literature	ACELT1774
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To classify and describe the relationship between participation in sports and an increase in self-esteem; reduced levels of substance abuse and boredom; and improved health and fitness</li> <li>In the form of a press release</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>General statement defining the relationship between sports participation and decreases in civil disruption, especially in youth cultures</li> <li>Followed by descriptions of specific aspects of this relationship</li> <li>Summative statement/concluding comments related to government funding of 'youth participation in sports' programs</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Technical language, including general nouns and abstract nouns</li> <li>Lexical chains related to negative behaviour and positive outcomes of youth involvement in sport</li> <li>A variety of verb types, including action verbs, relating verbs and saying verbs</li> <li>Adverbs and adverbial phrases</li> <li>A variety of sentence types, including grammatical Theme choices</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1754
		Literature	Responding to literature	ACELT1641
			Examining literature	ACELT1774
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling strategies to spell topic-specific words (common suffixes; soft 'c'; using 's' for a /z/ sound; syllabification)</li> </ul>	Language	Expressing and developing ideas	ACELA1573
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Punctuating quotes and direct speech</li> <li>Numerical symbols</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nominalisations</li> <li>Deliberate variations in sentence structure (including the use of grammatical Themes)</li> </ul>	Language	Expressing and developing ideas	ACELA1569

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Text	Type	Form	Topic	
<b>10.3.6</b> Who's skilled for the job?	<b>Discussion</b>	<b>Round-table discussion on a current affairs program (transcript and video clip)</b>	<b>Careers in new technologies</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identification and evaluation of text purposes, structures and language features of Discussion texts</li> <li>Identifying and analysing multiple perspectives, and evaluating supporting evidence</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1753 ACELY1754
		Literature	Examining literature	ACELT1774
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide an opportunity for different viewpoints on Australia's current skill base for 'new' technologies</li> <li>In a current affairs forum</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Segment introduced by host</li> <li>Three speakers present their views, beginning with an overall statement and followed by supporting evidence</li> <li>Concluded by host</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>A variety of nouns, including general nouns and abstract nouns</li> <li>Adjectives, adjectival phrases and adjectival clauses used to build noun groups</li> <li>Evaluative language to express judgement</li> <li>Modal auxiliary verbs, sensing verbs, relating verbs and action verbs</li> <li>Adverbs and adverbial phrases</li> <li>Text connectives</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1754
		Literature	Responding to literature	ACELT1641
			Examining literature	ACELT1774
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling strategies to spell topic-specific vocabulary (common suffixes; base words; sound-letter patterns)</li> </ul>	Language	Expressing and developing ideas	ACELA1573
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Punctuating shortened forms (contractions, acronyms, initialisms and symbols)</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adverbs (degree, focusing and viewpoint)</li> <li>Compound-complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1569

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Text	Type	Form	Topic	
<b>10.3.7</b> She'll be right mate ... or not	<b>Exposition</b>	<b>Editorial in a major daily newspaper</b>	<b>Australian values in the workplace</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identification and evaluation of text purposes, structures and language features of Exposition texts</li> <li>Identifying and analysing a single perspective, and evaluating supporting evidence</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1753</b> <b>ACELY1754</b>
		Literature	Examining literature	<b>ACELT1774</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To present an informed opinion on the relevance of traditional Australian values in the workplace</li> <li>In the form of an editorial</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction, including a clear statement on the the relevance of traditional Australian values in the workplace</li> <li>Three short Argument paragraphs where claims are presented to support the contention</li> <li>Each Argument paragraph to begin with a topic sentence that extends or develops the central contention</li> <li>Conclusion that raises a question and provides a warning</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language to express judgements</li> <li>Modal verbs to influence readers</li> <li>A variety of nouns, including general nouns and abstract nouns</li> <li>Nominalisations</li> <li>A variety of verbs, including relating verbs, action verbs and sensing verbs</li> <li>Text connectives</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1754</b>
		Literature	Responding to literature	<b>ACELT1641</b>
			Examining literature	<b>ACELT1774</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using language to create deliberate and cumulative effects on audiences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1571</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas and colons to separate words, phrases and clauses in sentences</li> </ul>	Language	Text structure and organisation	<b>ACELA1556</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Opinion and classifying adjectives</li> <li>Using dependent clauses to add details to sentences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1569</b>

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Text	Type	Form	Topic	
<b>10.3.8</b> What's in a name?	<b>Text Response</b>	<b>Formal essay</b>	<b>Changing definitions of family</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge of text form and content</li> <li>Use of established strategies and processes to predict, access and monitor meaning in texts</li> <li>Identification of text purposes, structures and language features in Text Responses</li> <li>Identification of key information within a text</li> <li>Identifying and analysing perspectives, and evaluating supporting evidence</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1753 ACELY1754
		Literature	Examining literature	ACELT1774
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide an exploration of changing patterns of family composition</li> <li>In a formal essay</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction, including an overview of changes in the definition of the term 'family'</li> <li>Followed by a series of descriptions and judgements related to these changes</li> <li>Conclusion or summary of responses, with further questions to explore</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language, including modal verbs and modal adverbs</li> <li>Expanded noun groups</li> <li>Everyday and technical language associated with the sociological construct of 'family'</li> <li>Relating verbs and action verbs</li> <li>A range of sentence types</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1754
		Literature	Responding to literature	ACELT1641
			Examining literature	ACELT1774
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using spelling strategies to spell technical terms correctly (prefixes and suffixes; Greek and Latin roots; syllabification)</li> </ul>	Language	Expressing and developing ideas	ACELA1573
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Citation conventions (author–date and documentary–note systems)</li> </ul>	Language	Text structure and organisation	ACELA1568
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Expanded noun groups</li> <li>Defining and non-defining adjectival clauses</li> </ul>	Language	Expressing and developing ideas	ACELA1569

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