

Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
9.3.1 So many directions	Poetry	Multimodal text (dramatic monologue with slide show)	Life choices	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1745
		Language	Text structure and organisation	ACELA1553
			Expressing and developing ideas	ACELA1560
Literature	Examining literature	ACELT1636 ACELT1772		
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> 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 <p>Text structure:</p> <ul style="list-style-type: none"> 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 <p>Language features:</p> <ul style="list-style-type: none"> Rhythm pattern that 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 	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1637 ACELT1772
Vocabulary	<ul style="list-style-type: none"> Figurative language (simile; metaphor; extended metaphor) Evocative language 	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
Punctuation	<ul style="list-style-type: none"> Using the conventions of tone, pacing and punctuation in multimodal texts 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Common, collective and abstract nouns Using a variety of words, phrases and clauses to add information to sentences (including clauses in apposition) 	Language	Expressing and developing ideas	ACELA1557

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Text	Type	Form	Topic	
9.3.2 The making of a disaster: Fukushima	Recount	Annotated timeline	Natural and man-made disasters	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To recreate the sequence of events leading up to the Fukushima disaster In the form of an annotated timeline For a young adult audience <p>Text structure:</p> <ul style="list-style-type: none"> 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 <p>Language features:</p> <ul style="list-style-type: none"> 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 	Literature	Responding to literature Examining literature	ACELT1771 ACELT1636 ACELT1772
Spelling	<ul style="list-style-type: none"> Using spelling strategies to spell new and unfamiliar words (common suffixes; long vowel sounds; syllabification; compound words) 	Literacy	Interpreting, analysing, evaluating	ACELY1743
Punctuation	<ul style="list-style-type: none"> Using commas, full stops and forward slashes in dates and times 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Expanded noun groups Using different sentence types for different purposes (simple, compound and complex) 	Language	Expressing and developing ideas	ACELA1557

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

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Text	Type	Form	Topic	
9.3.3 Mangroves or boardwalks at Potters Point?	Discussion	SMS responses to a proposed council redevelopment of a tidal zone	Ecosystems	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> 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) <p>Text structure:</p> <ul style="list-style-type: none"> 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 <p>Language features:</p> <ul style="list-style-type: none"> 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 	Literature	Responding to literature Examining literature	ACELT1771 ACELT1636 ACELT1772
Vocabulary	<ul style="list-style-type: none"> Using evaluative language to persuade 	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Language for interaction	ACELA1552
Punctuation	<ul style="list-style-type: none"> Using punctuation marks to convey meaning, including emotions, in written texts 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Adjectives (opinion, factual and classifying) Adverbial and adjectival clauses in complex sentences 	Language	Expressing and developing ideas	ACELA1557

Cross-curriculum priority: Sustainability

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Text	Type	Form	Topic	
9.3.4 FIFO is good for families	Exposition	Advertorial (mining industry)	The effects of fly-in fly-out employment on families	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> 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 <p>Text structure:</p> <ul style="list-style-type: none"> 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 <p>Language features:</p> <ul style="list-style-type: none"> 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 	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Spelling	<ul style="list-style-type: none"> Using spelling strategies and rules to accurately spell words associated with work, home and family (soft 'c'; using 'ci' for a /sh/ sound; adding suffixes to base words) 	Literacy	Interpreting, analysing, evaluating	ACELY1743
Punctuation	<ul style="list-style-type: none"> Using commas and dashes to separate clauses 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Verb groups (including multi-word groups containing auxiliary verbs and more than one lexical verb) Compound-complex sentences 	Language	Expressing and developing ideas	ACELA1557

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Text	Type	Form	Topic	
9.3.5 Birds of prey in the hands of man	Explanation	Short feature article in a popular sports magazine	Relationships between humans and animals in sport	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To explain how birds of prey are trained to follow the commands of human handlers in the sport of falconry A feature article in a sports magazine For a general audience <p>Text structure:</p> <ul style="list-style-type: none"> 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 <p>Language features:</p> <ul style="list-style-type: none"> Technical language Nominalisations and expanded noun groups Relating verbs and action verbs Adverbs, adverbial phrases and adverbial clauses that provide information about the circumstances surrounding the actions involved in a process or phenomenon Complex and compound-complex sentences 	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Spelling	<ul style="list-style-type: none"> Using spelling strategies to spell topic-specific words correctly (hard and soft 'c'; common suffixes; syllabification) 	Literacy	Interpreting, analysing, evaluating	ACELY1743
Punctuation	<ul style="list-style-type: none"> Using commas and dashes to separate phrases and clauses in simple, compound and complex sentences 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Adverbs (manner, degree and focusing) Adverbial clauses beginning with non-finite verbs 	Language	Expressing and developing ideas	ACELA1557

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Text	Type	Form	Topic	
9.3.6 The value and danger of stem-cell research	Discussion	Short essay	Stem-cell research	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> 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 <p>Text structure:</p> <ul style="list-style-type: none"> 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 <p>Language features:</p> <ul style="list-style-type: none"> 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 	Language	Text structure and organisation	ACELA1770
		Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Vocabulary	<ul style="list-style-type: none"> Using evaluative language to persuade 	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Language for interaction	ACELA1552
Punctuation	<ul style="list-style-type: none"> Using commas, semicolons and dashes to separate phrases and clauses in simple, compound and complex sentences 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Nominalisation Using different sentence types for different purposes (simple, compound, complex and compound-complex) 	Language	Expressing and developing ideas	ACELA1557 ACELA1559

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Text	Type	Form	Topic	
9.3.7 Bring back national service	Exposition	Opinion piece from a national daily newspaper	Voluntary and/or enforced participation in the Australian Defence Force	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> 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 <p>Text structure:</p> <ul style="list-style-type: none"> 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 <p>Language features:</p> <ul style="list-style-type: none"> 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	Language for interaction	ACELA1552
			Expressing and developing ideas	ACELA1557
		Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1772
Spelling	<ul style="list-style-type: none"> Using spelling strategies and rules to accurately spell topic-specific words (drop the final 'e'; soft 'c'; unusual letter combinations) 	Literacy	Interpreting, analysing, evaluating	ACELY1743
Punctuation	<ul style="list-style-type: none"> Shortened forms of words (contractions, initialisms and acronyms) 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Nominalisation Expanded noun groups (with adjectival phrases and/or clauses) Compound, complex and compound-complex sentences 	Language	Expressing and developing ideas	ACELA1557 ACELA1559

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Text	Type	Form	Topic	
9.3.8 Winter light	Text Response	Review (art exhibition)	Installations as contemporary art	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To provide a personal response to a short-term art installation in a major public space In the form of a review For an audience interested in the Arts <p>Text structure:</p> <ul style="list-style-type: none"> 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 responses <p>Language features:</p> <ul style="list-style-type: none"> 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 	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Vocabulary	<ul style="list-style-type: none"> Technical language (art) 	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
Punctuation	<ul style="list-style-type: none"> Using commas to separate phrases and clauses in sentences 	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> Nominalisation Using sentences with grammatical Theme choices to highlight key messages or viewpoints 	Language	Expressing and developing ideas	ACELA1557 ACELA1559

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