

Text	Type	Form	Topic	
<b>10.2.1</b> Hellelil and Hildebrand	Poetry	Sonnet	Tragedy in love	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<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>Comparison of text purposes with other texts</li> <li>Analysis and evaluation of text structures and language features of poetic texts and identification of relevant thematic and intertextual connections with other texts</li> <li>Reflect on, extend, endorse or refute others' interpretations of and responses to literature</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1753 ACELY1754
		Literature	Examining literature	ACELT1774
Writing	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To reflect on doomed or tragic love</li> <li>In sonnet form</li> <li>For a young adult audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Traditional topic, form and poetic devices, based on Shakespearean models</li> <li>Passionate but introspective mood</li> <li>Formal and evocative language</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Figurative language, including visual and tactile imagery</li> <li>First person perspective</li> <li>Personal pronouns</li> <li>Lexical chains related to the themes of love and death</li> </ul>	Literature	Responding to literature	ACELT1641
			Examining literature	ACELT1774
Vocabulary	<ul style="list-style-type: none"> <li>Using language to create deliberate effects (evocative language)</li> </ul>	Language	Expressing and developing ideas	ACELA1571
Punctuation	<ul style="list-style-type: none"> <li>Using punctuation conventions in Poetry</li> </ul>	Language	Text structure and organisation	ACELA1556
Grammar	<ul style="list-style-type: none"> <li>Noun groups</li> <li>Expanded noun groups</li> <li>Using a range of sentence types for deliberate effects (simple, compound and sentence fragments)</li> </ul>	Language	Expressing and developing ideas	ACELA1569

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# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>10.2.2</b> Gambling with their welfare: what happens behind the scenes in horseracing	<b>Discussion</b>	<b>Newspaper feature article</b>	<b>Animal rights</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 of Discussion texts</li> <li>Identifying and analysing embedded perspectives, 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 provide an opportunity for the expression of considered viewpoints on the breeding and use of horses in 'high-stakes' racing</li> <li>In the form of a feature article</li> <li>For anyone with an interest in the treatment of animals, especially racehorses</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Issue Statement stage where the issue to be discussed is identified (horseracing in Australia)</li> <li>An Arguments stage, where different views on 'the sport of kings' are presented in more detail</li> <li>On-balance judgement on the issue is offered in the Conclusion stage of the text</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>A range of nouns, including general nouns, abstract nouns and proper nouns</li> <li>Evaluative language, including opinion adjectives, evocative nouns and verbs</li> <li>Text connectives and conjunctions</li> <li>Relating verbs, sensing verbs and modal verbs</li> </ul>	Literature	Responding to literature	<b>ACELT1641</b>
			Examining literature	<b>ACELT1774</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Choosing vocabulary to have a deliberate and cumulative effect on the reader (evocative and evaluative language)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1571</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate introductory and transitional expressions from the rest of the sentence</li> </ul>	Language	Text structure and organisation	<b>ACELA1556</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Verbs (lexical, auxiliary and modal)</li> <li>Complex sentences with embedded adjectival clauses</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1569</b>

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Text	Type	Form	Topic	
<b>10.2.3</b> The White Mouse	<b>Description</b>	<b>Short biography</b>	<b>The experiences of Australians during World War II</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 of Description texts</li> <li>Identify and analyse the representation of an individual from WW II</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 describe the character, values and activities of one famous Australian during WW II</li> <li>An informative, engaging biographical description</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the person to be described</li> <li>Followed by descriptions of the subject's activities and achievements, with an emphasis on highlighting her contributions to Allied victories</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Adjectives, adjectival phrases and adjectival clauses</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>	Literature	Responding to literature	ACELT1641
			Examining literature	ACELT1774
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using word origins (French) to spell topic-specific words</li> </ul>	Language	Expressing and developing ideas	ACELA1573
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using quotation marks to indicate unusual or specific meanings and direct quotes</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nouns (common, proper, concrete, abstract and technical)</li> <li>Using different sentence types for different purposes (simple, compound, complex and sentences with grammatical Themes)</li> </ul>	Language	Expressing and developing ideas	ACELA1569

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Text	Type	Form	Topic	
<b>10.2.4</b> The hemline theory	<b>Recount</b>	<b>Short feature article in a Sunday magazine supplement</b>	<b>The history of fashion</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 of Recount texts</li> <li>Identifying and evaluating the relation between the economy and fashion throughout recent history</li> <li>Analysis of implicit or explicit values, beliefs and assumptions in texts</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 describe the theory of the interrelationship between highs and lows in the global economy with specific fashion trends, including hem lengths</li> <li>In the form of a 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 stage, where readers are introduced to the subject of the text (the hemline theory)</li> <li>Series of Events stage, where events related to this subject are reconstructed in chronological order</li> <li>Optional Conclusion, where the writer speculates on the likely fashion trend to follow the economy's recovery from global financial crisis</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific nouns and pronouns; adjectives, adjectival phrases and adjectival clauses</li> <li>A variety of verb types including action verbs, relating verbs and saying verbs</li> <li>Adverbs, adverbial phrases and adverbial clauses</li> <li>Use of dates to sequence events</li> </ul>	Literature	Responding to literature	<b>ACELT1641</b>
			Examining literature	<b>ACELT1774</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Choosing vocabulary to have a deliberate and cumulative effect on the reader (technical terms)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1571</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate introductory and transitional 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>Verbs</li> <li>Verb groups</li> <li>Phrasal verbs</li> <li>Using different sentence types for different purposes (simple, compound and complex)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1569</b>

# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>10.2.5</b> Is there anyone out there?	<b>Exposition</b>	<b>Expert talk (transcript and video clip)</b>	<b>The possibilities for 'life' beyond earth</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 of Exposition texts</li> <li>Evaluating the credibility of the speaker, based on information provided</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 whether or not life exists on other planets</li> <li>In the form of an expert talk</li> <li>For an audience interested in the idea of extraterrestrial life forms</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction, including a clear statement on the existence of life elsewhere in the Universe</li> <li>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, 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 opinions and judgements</li> <li>Modal verbs to express levels of certainty, probability or obligation</li> <li>General and abstract nouns</li> </ul>	Literature	Responding to literature	<b>ACELT1641</b>
			Examining literature	<b>ACELT1774</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using Latin and Greek roots to spell topic-specific words correctly</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1573</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas and dashes for deliberate effects</li> </ul>	Language	Text structure and organisation	<b>ACELA1556</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Using adverbs to persuade (modal, degree and focusing)</li> <li>Using grammatical Theme choices in sentences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1569</b>

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Text	Type	Form	Topic	
<b>10.2.6</b> Gap-year options that make a difference	<b>Report</b>	<b>Promotional booklet (Australians Abroad)</b>	<b>Overseas gap-year volunteer programs</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 of Report texts</li> <li>Identifying and evaluating the quality of information provided regarding gap-year options</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 classify and describe gap-year options designed to support community development</li> <li>In the form of a promotional booklet</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>General statement defining gap-year development programs</li> <li>Followed by descriptions of various options, including locations, objectives and community responses</li> <li>Summative statement/concluding comments regarding the 'value' of community-based gap-year development options</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General nouns</li> <li>A range of adjectives, including classifying, factual and opinion adjectives</li> <li>Technical language</li> <li>Expanded noun groups and nominalisations</li> <li>A range of verb types, including non-finite, relating, action, saying and sensing verbs</li> </ul>	Literature	Responding to literature	<b>ACELT1641</b>
			Examining literature	<b>ACELT1774</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Using effective spelling strategies (using 'tion' for a /shun/ sound; syllabification; silent letters)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1573</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using capital letters for proper nouns and initialisms</li> <li>Using commas to separate items in a list</li> <li>Using ellipsis points for dramatic effect</li> </ul>	Language	Text structure and organisation	<b>ACELA1556</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Expanded noun groups with a range of adjectivals (articles, pointing words, possessive determiners, adjectives and adjectival phrases)</li> <li>Adjectival clauses beginning with non-finite verbs or relative pronouns</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1569</b>

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

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Text	Type	Form	Topic	
<b>10.2.7</b> More circle sentencing please	<b>Exposition</b>	<b>Newspaper opinion piece</b>	<b>Laws and social change</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 of Exposition texts</li> <li>Evaluating the credibility and bias of the speaker, based on information provided</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 opinion about the topic of circle sentencing, and persuade the audience that it is of greater benefit than traditional law enforcement</li> <li>In the form of a newspaper opinion piece</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Contention, including a clear statement indicating the writer's viewpoint on circle sentencing</li> <li>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</li> <li>Conclusion that includes an opinion about the traditional justice system</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language to express opinions and judgements</li> <li>General and abstract nouns</li> <li>Technical language</li> <li>A range of verbs, including sensing verbs, relating verbs, saying verbs and modal auxiliary verbs</li> <li>Adverbs</li> </ul>	Literature	Responding to literature	<b>ACELT1641</b>
			Examining literature	<b>ACELT1774</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Accurate spelling of topic-specific words (syllabification; prefixes; base words; silent letters)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1573</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using punctuation to create deliberate effects (dashes, commas and colons)</li> </ul>	Language	Text structure and organisation	<b>ACELA1566</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Expanded noun groups</li> <li>Using different sentence types for specific purposes (simple, complex and compound-complex)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1569</b> <b>ACELA1570</b>

**Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures**

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Text	Type	Form	Topic	
<b>10.2.8</b> <i>All Time Low</i> sell out	Text Response	Album review in a music magazine	Youth culture and music	
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 of Text Responses</li> <li>Identifying and evaluating the opinion and supporting evidence within 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 provide a review of a popular band's recent album release</li> <li>For an audience interested in youth culture and music</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Context stage, including an overview statement of the writer's response to/evaluation of the album</li> <li>Followed by a series of descriptions and judgements related to this response</li> <li>Conclusion or summary of response</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language</li> <li>Descriptive language</li> <li>Technical language related to the music field</li> <li>A variety of verb types including action verbs, relating verbs, sensing verbs and modal verbs</li> </ul>	Literature	Responding to literature	ACELT1641
			Examining literature	ACELT1774
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using evocative language to persuade</li> </ul>	Language	Expressing and developing ideas	ACELA1571
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas, full stops and question marks for deliberate effects</li> </ul>	Language	Text structure and organisation	ACELA1556
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adjectives (factual, opinion and comparing)</li> <li>Using simple, compound and complex sentences to organise ideas</li> </ul>	Language	Expressing and developing ideas	ACELA1569

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