

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>8.1.1</b> Wrong place, wrong shoes	<b>Narrative</b>	<b>Short story (crime fiction)</b>	<b>Violence and crime in Australian youth culture</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Narratives</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing the ideas in a short story</li> <li>Understanding the social and cultural contexts represented in texts</li> <li>Recognising combinations of plot elements in crime fiction</li> <li>Analysing how language is used for dramatic effect in narrative texts</li> <li>Evaluating the quality of texts, including the language used in characterisation and to build narrative tension</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Literature and context	ACELT1619
			Responding to literature	ACELT1621
	Examining literature	ACELT1622		
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To engage readers</li> <li>In the form of a crime story involving a case of mistaken identity that resulted in an apparent miscarriage of justice</li> <li>Written for a young adult audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Brief introduction to the setting and main character (Orientation stage)</li> <li>Flashback to a series of problems involving the main character's brother (Complication stage)</li> <li>Return to 'present' time and a potential solution to the main character's predicament (partial Resolution stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific nouns referring to setting, characters and plot events</li> <li>Adjectives and adjectival phrases that build detailed descriptions</li> <li>Action verbs</li> <li>Past tense</li> <li>Adverbs and adverbial phrases that indicate where, when and how things happen</li> <li>Reported speech/dialogue</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Literature	Responding to literature	ACELT1621
			Examining literature	ACELT1622
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Evocative language (creating atmosphere in literary texts)</li> </ul>	Language	Expressing and developing ideas	ACELA1537 ACELA1525
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate words, phrases and clauses in sentences</li> </ul>	Language	Text structure and organisation	ACELA1532
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Auxiliary verbs (tense)</li> <li>Simple, compound and complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1481 ACELA1507 ACELA1536 ACELA1523 ACELA1451 ACELA1467

Text	Type	Form	Topic	
<b>8.1.2</b> Cage your cat!	<b>Procedure</b>	<b>Assembly instructions</b>	<b>Protecting native wildlife</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Procedures</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in a set of assembly instructions</li> <li>Evaluating the quality of texts, including the way language and layout can be selected to support meaning</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide instructions on how to assemble a prefabricated cat enclosure and tunnel</li> <li>In the form of a set of step-by-step assembly instructions that include lists and diagrams</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the purpose and focus of the assembly instructions (Statement of Goal stage)</li> <li>Lists of materials and equipment needed and step-by-step directions (in a dot-point series) for assembling the cat cage (Steps stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Precise and specific nouns, adjectives and adjectival phrases that refer to and describe materials and equipment</li> <li>Action verbs that express observable behaviours and actions</li> <li>Adverbs and adverbial phrases indicating where, when and how actions need to take place</li> <li>Numbers and temporal text connectives that indicate the order or sequence in which actions need to occur</li> <li>Sentences written as commands (Imperative mood)</li> </ul>	Literacy  Language	Interpreting, analysing, evaluating  Text structure and organisation	ACELY1721  ACELA1531
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Unusual spelling patterns (silent letters; using 'e', 'ie' and 'ea' for a short /e/ sound)</li> </ul>	Language	Expressing and developing ideas	ACELA1539
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using capital letters and full stops in lists</li> </ul>	Language	Text structure and organisation	ACELA1449 ACELA1465
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Text connectives (temporal)</li> <li>Compound sentences</li> </ul>	Language	Expressing and developing ideas  Text structure and organisation	ACELA1467  ACELA1491

Text	Type	Form	Topic	
<b>8.1.3</b> If it's good enough for astronauts ...	<b>Report</b>	<b>Feature article</b>	<b>Nutritional foods in convenience packs</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Reports</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing the ideas in a feature article</li> <li>Evaluating the quality of texts, including the credibility and/or reliability of the information presented in Reports</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b> <b>ACELY1722</b> <b>ACELY1723</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To classify and describe the nutritional value of food sold in convenience packs</li> <li>In the form of a magazine feature article</li> <li>For readers of a specific magazine but also suitable for a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Definition and broad description of convenience foods, including the three main categories that are available in supermarkets (General Classification stage)</li> <li>More detailed description of various types of convenience foods, their nutritional value compared to non-packaged foods and their benefits and/or uses (Description stage)</li> <li>Information organised in separate paragraphs, with one dot-point section</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Technical language related to the topic, including general nouns and adjectives that build precise details</li> <li>A variety of verb types, including relating verbs to link information and action verbs that express more observable behaviours and/or activities</li> <li>Verbs written in their present tense form, to indicate the timeless quality of the information</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b>
		Language	Text structure and organisation	<b>ACELA1531</b>
			Expressing and developing ideas	<b>ACELA1537</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spelling high frequency words correctly (soft 'c', silent letters)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1539</b> <b>ACELA1513</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate clauses in sentences</li> </ul>	Language	Text structure and organisation	<b>ACELA1532</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Complex sentences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1507</b> <b>ACELA1522</b>

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Text	Type	Form	Topic	
<b>8.1.4</b> Toyotomi Hideyoshi: an unlikely but powerful ruler	<b>Description</b>	<b>Character profile (PowerPoint presentation)</b>	<b>Representations of historical figures</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Descriptions</li> <li>Predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in a profile of a historical figure</li> <li>Evaluating the quality of texts, including the language and format variations to suit particular forms of text</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Literature and context	ACELT1619
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To describe the characteristic features, actions and achievements of one historical figure</li> <li>In the form of a PowerPoint presentation</li> <li>For students of Japanese history</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the historical figure to be described (Introduction to the Subject stage)</li> <li>More detailed descriptions of the features, actions and achievements of the person (Characteristic features of the Subject stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific and abstract nouns related to the subject and his characteristics</li> <li>Adjectives and adjectival phrases that build detail about the subject</li> <li>A wide range of verb types, including relating, action and sensing verbs to connect information, express behaviours and indicate thoughts and feelings</li> <li>Adverbs and adverbial phrases that provide details about where, when and how things happen to or are done by the subject</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Language	Text structure and organisation	ACELA1531
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using evaluative language in Descriptions (to send strong messages about the subject)</li> </ul>	Language	Expressing and developing ideas	ACELA1537 ACELA1525
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Punctuating a dot-point list</li> </ul>	Language	Text structure and organisation	ACELA1763
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Concrete and abstract nouns</li> <li>Using sentence fragments in dot-point notes</li> </ul>	Language	Expressing and developing ideas	ACELA1537 ACELA1451
			Text structure and organisation	ACELA1505

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

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Text	Type	Form	Topic	
<b>8.1.5</b> How sapphires are formed	Explanation	Scientific diagrams	Natural and man-made minerals	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Explanations</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in a scientific explanation</li> <li>Evaluating the quality of texts, including language choices designed to suit particular audiences</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b> <b>ACELY1722</b> <b>ACELY1723</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To explain the processes involved in the formation of sapphires, in natural and man-made conditions</li> <li>In the form of a scientific explanation</li> <li>For an audience who wants to understand how sapphires are formed</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the focus of the text as the formation of sapphires (Phenomenon Identification stage)</li> <li>More detailed and technical explanation of the processes and associated changes involved when sapphires are created under natural and man-made conditions (Explanation Sequence stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Technical language related to the formation of sapphires, including a variety of specific nouns, verbs and adjectives</li> <li>Action and relating verbs written in their present tense form</li> <li>Adverbs and adverbial phrases of time, place, manner and reason</li> <li>Headings and subheadings to organise different categories of information</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b>
		Language	Text structure and organisation	<b>ACELA1531</b>
			Expressing and developing ideas	<b>ACELA1537</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Technical language (science)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1537</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate words, phrases and clauses</li> </ul>	Language	Text structure and organisation	<b>ACELA1532</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Proper, concrete and abstract nouns</li> <li>Sentences with grammatical Themes (adverbs and phrases)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1468</b> <b>ACELA1537</b>
			Text structure and organisation	<b>ACELA1505</b>

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Text	Type	Form	Topic	
<b>8.1.6</b> Children need homes, not camps	<b>Discussion</b>	<b>Blog</b>	<b>Refugee camps / children in detention</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Discussions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in a discussion</li> <li>Evaluating the quality of texts, including the use of language to persuade</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Responding to literature	ACELT1621
	Literature and context		ACELT1619	
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To examine different viewpoints on the issue of keeping children in detention centres</li> <li>In the form of a blog</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the focus issue to be discussed, in the form of a preamble to selected posts (Issue Statement stage)</li> <li>Two posts on the issue, representing different perspectives on the issue and responding directly to other views (Arguments stage)</li> <li>No summing-up or on-balance judgement related to the issue (Conclusion stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General nouns related to the issue of keeping children in detention centres</li> <li>Adjectives and adjectival phrases that build detailed descriptions, in expanded noun groups</li> <li>A wide range of verb types, including relating, action and sensing verbs</li> <li>Use of modal auxiliary verbs to express the strength of particular viewpoints</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Language	Text structure and organisation	ACELA1531
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Technical language (immigration)</li> </ul>	Language	Expressing and developing ideas	ACELA1537
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using apostrophes to indicate possession (singular and plural nouns)</li> </ul>	Language	Text structure and organisation	ACELA1506
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Expanded noun groups (adjectives and adjectival phrases)</li> <li>Simple and compound sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1468 ACELA1481 ACELA1508 ACELA1451 ACELA1467

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Text	Type	Form	Topic	
<b>8.1.7</b> No animals in my perfume, please	<b>Exposition</b>	<b>YouTube video clip (speakers' corner)</b>	<b>The testing of products on animals</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Expositions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in a speech</li> <li>Evaluating the quality of texts, including the use of language to persuade</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Responding to literature	ACELT1621
	Literature and context		ACELT1619	
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To express one viewpoint on the use of animals in the testing of new products, especially perfumes and toiletries, with the intention of persuading others to agree with this viewpoint</li> <li>In the form of a speech</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the focus issue, with a clear statement of the speaker's viewpoint on animal testing (Contention stage)</li> <li>A series of arguments supporting this this viewpoint, including examples and evidence (Arguments stage)</li> <li>Restatement of the speaker's overall view and summary of main arguments (Conclusion stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language related to the issue of animal testing, including modal verbs and modal adverbs that express the speaker's certainty about aspects of the issue</li> <li>Technical language associated with commercial testing involving animals, including general and abstract nouns</li> <li>Adjectives that build more details about nouns</li> <li>Action, relating and sensing verbs</li> <li>Adverbs that provide additional information about the manner in which actions and events occur</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Language	Text structure and organisation	ACELA1531
Expressing and developing ideas	ACELA1537			
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spelling adjectives and adverbs with prefixes and suffixes (-less, -ive, -ly, in-)</li> </ul>	Language	Expressing and developing ideas	ACELA1539
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using apostrophes to indicate contraction</li> </ul>	Language	Text structure and organisation	ACELA1480
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Simple and compound sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1481 ACELA1536 ACELA1467 ACELA1451

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Text	Type	Form	Topic	
<b>8.1.8</b> The curtain falls on <i>The Voice</i> – for now	Text Response	Event review	Reality TV / talent shows	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> <li>Structures and language features of persuasive texts</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing the ideas in a review</li> <li>Evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Responding to literature	ACELT1621
			Literature and context	ACELT1619
Writing	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide a response to the finale of <i>The Voice</i> reality TV show</li> <li>In the form of a review</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the focus text/event, including an overview or summary of the writer's response to the text/event (Context stage)</li> <li>A brief description of the elements of the text/event (Description stage)</li> <li>Personal judgements related to the text/event (Judgement stage)</li> <li>Final comment/prediction about the next series of the show</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language that expresses the value judgements of the writer</li> <li>Descriptive language, including nouns, pronouns and adjectives, to identify aspects of the text/event</li> <li>A range of verb types, including action, relating and saying verbs</li> <li>Adverbs and adverbial phrases that provide additional information about verbs</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Language	Text structure and organisation	ACELA1531
		Literature	Responding to literature	ACELT1621
Spelling	<ul style="list-style-type: none"> <li>Spelling words that contain common suffixes (plurals, tense, drop the final 'e' spelling rule)</li> </ul>	Language	Expressing and developing ideas	ACELA1539
Punctuation	<ul style="list-style-type: none"> <li>Using full stops, question marks and exclamation marks for different sentence types</li> </ul>	Language	Text structure and organisation	ACELA1449
Grammar	<ul style="list-style-type: none"> <li>Modal verbs and modal adverbs</li> <li>Sentences with grammatical Themes</li> </ul>	Language	Expressing and developing ideas	ACELA1536
			Text structure and organisation	ACELA1505

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