Australian Curriculum mapping: unit details

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Text	Type	Form	Topic
8.2.1 To me: a citizen of the world	**Poetry**	**Lyric verse (ode)**	**Celebrating global awareness**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of poetic texts • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing the ideas presented in lyric verse/ode form • Exploring viewpoints drawn from different historical, social and cultural contexts • analysing how language is used to represent groups and to position readers in relation to these groups • Evaluating the quality of texts, including the use of literary devices in poetry texts	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context	ACELT1626
			Responding to literature	ACELT1628 ACELT1807
			Examining literature	ACELT1630
Writing	**Purpose, text type/form, audience:** • To reflect on the concept of global identity • In the form of an ode • For a young adult audience **Text structure:** • Adaptation of the classical ode form, including a formal opening, a second development stage and a final variation involving a shift in length and rhythm • Variations in sentence length and complexity • Use of punctuation to highlight particular phrases and ideas **Language features:** • Repetition of sounds, words and phrases • Figurative language, including similes and metaphors • Use of sound devices including alliteration and assonance • Sets of descriptive and evocative words and phrases related to one individual or object • Personal pronouns	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Expressing and developing ideas	ACELA1547
		Literature	Examining literature	ACELT1630
Vocabulary	• Evocative language (evoking images and ideas)	Language	Expressing and developing ideas	ACELA1547
Punctuation	• Using commas to separate words, phrases and clauses in sentences	Language	Text structure and organisation	ACELA1544 ACELA1532
Grammar	• Common, proper and abstract nouns • Compound and complex sentences	Language	Expressing and developing ideas	ACELA1545 ACELA1468 ACELA1537 ACELA1467 ACELA1522

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Text	Type		Form	Topic
8.2.2 **In with the old, out with the new**	**Description**		**Feature article**	**Small-business alternatives to working for fast-food chains**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Descriptions • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas in a feature article • Evaluating the quality of texts, including the use of narrative language (including dialogue) to engage readers in the 'story' and 'character' of a particular individual	Literacy	Interpreting, analysing, evaluating	**ACELY1732** **ACELY1733** **ACELY1734** **ACELY1735**
Writing	**Purpose, text type/form, audience:** • To describe the activities and goals of one young small-business operator • In the form of a feature article • For a young adult audience **Text structure:** • Text begins with a 'hook' statement to catch the interest of readers • Introduction to the person to be described (Introduction to the Subject stage) • More detailed descriptions of their activities and goals as a teenage small-business operator, with an emphasis on presenting an alternative to part-time work in fast-food chains (Characteristic features of the Subject stage) **Language features:** • Specific and proper nouns related to the subject and his small-business operation • Adjectives, adjectival phrases and adjectival clauses that build detail about the subject • A wide range of verb types, including relating, action and sensing verbs • Examples of figurative language that create rich visual images related to the activities of the subject	Literacy	Interpreting, analysing, evaluating	**ACELY1732**
		Language	Expressing and developing ideas	**ACELA1547**
			Text structure and organisation	**ACELA1809**
Spelling	• Common and unusual spelling patterns	Language	Expressing and developing ideas	**ACELA1549**
Punctuation	• Using quotation marks for direct speech and words or phrases that are being used in a specific sense	Language	Text structure and organisation	**ACELA1544**
Grammar	• Degree adverbs • Embedded adjectival clauses	Language	Expressing and developing ideas	**ACELA1545** **ACELA1534** **ACELA1495** **ACELA1523**

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Text	Type	Form	Topic
8.2.3 From the Incas to 'fries with that?'	**Recount**	**Historical recount**	**Staple vs fashionable food**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Recounts • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas in historical recounts • Exploring how authors combine modes of representation, including timeline structures and prose, to convey meaning • Evaluating the quality of texts, including the use of historical evidence and statistics to add authority to texts	Literacy	Interpreting, analysing, evaluating	**ACELY1732** **ACELY1733** **ACELY1734** **ACELY1735**
Writing	**Purpose, text type/form, audience:** • To reconstruct the sequence of events by which the ancient food staple of the Incas, the potato, came to be a central component in contemporary food culture • In the form of a historical recount • For a general audience **Text structure:** • Introduction to the potato and its status as a popular food with an unusual history (Orientation stage) • Series of events tracing the discovery and use of wild potatoes by hunter-gatherers through to use of potatoes as a staple snack food in modern times (Series of Events stage) **Language features:** • General, specific and proper nouns that refer to people, places and events • Adjectives that describe nouns in more detail • Action verbs written in simple present tense form • Use of numbers and dates to indicate time sequence and quantities • Adverbs and adverbial phrases that indicate where things happen	Literacy	Interpreting, analysing, evaluating	**ACELY1732**
		Language	Text structure and organisation	**ACELA1809**
			Expressing and developing ideas	**ACELA1547**
Spelling	• Common spelling patterns	Language	Expressing and developing ideas	**ACELA1549**
Punctuation	• Using commas to separate words, phrases and clauses in sentences	Language	Text structure and organisation	**ACELA1544** **ACELA1532**
Grammar	• Verb groups and phrasal verbs • Compound sentences	Language	Expressing and developing ideas	**ACELA1467** **ACELA1493**

Text	Type		Form	Topic
8.2.4 Keeping the 'old ways' alive	**Exposition**		**Patron's welcome**	**Indigenous culture**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Expositions • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing the issues and arguments presented in the patron's welcome to an Indigenous dance performance • Recognising and explaining a particular viewpoint on Indigenous culture and traditions • Exploring the language used to represent Indigenous groups, and to position readers to respond to these groups • Evaluating the quality of texts, including how authors use personal experiences and evocative language to position readers to accept particular ideas, attitudes and actions	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context	ACELT1626
			Responding to literature	ACELT1807 ACELT1628
			Examining literature	ACELT1767
Writing	**Purpose, text type/form, audience:** • To express one viewpoint on the use of contemporary dance and contexts to preserve and celebrate traditional Indigenous culture • In the form of a patron's message in a concert program • For a specific audience **Text structure:** • Identification of the focus issue, with a clear statement about Yingathirri Dance Company's role in maintaining Indigenous culture (Contention stage) • A series of arguments supporting this contention and drawing on specific evidence and examples of the work of the Company (Arguments stage) • Restatement of the writer's contention and summary of her arguments **Language features:** • Evaluative language expressing the writer's judgements on the role of the Yingathirri Dance Company, including modal verbs and modal adverbs • Nouns, pronouns and adjectives that refer to and describe the writer's views on the Company and its work • Nominalisations that present detailed and complex information in a compact manner • Action, relating and sensing verbs that express direct actions, states, thoughts and feelings • Adjectival and adverbial phrases that build detailed information	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1543 ACELA1766
			Expressing and developing ideas	ACELA1547
Spelling	• Spelling patterns and strategies (letters with more than one sound, prefixes and suffixes)	Language	Expressing and developing ideas	ACELA1549
Punctuation	• Using semicolons in compound sentences	Language	Text structure and organisation	ACELA1544
Grammar	• Nominalisations • Sentences with grammatical Themes (adverbs & adverbial phrases)	Language	Expressing and developing ideas	ACELA1545 ACELA1546
			Text structure and organisation	ACELA1505

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

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Text	Type	Form	Topic
8.2.5 Angkor Wat: where religion and architecture become one	**Report**	**Web page**	**Links between religion and architecture**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Reports • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing the ideas in a web page entry • Recognising and explaining different viewpoints on aspects of the built environment • Evaluating the quality of texts, including language choices designed to create a particular style and tone	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Examining literature	ACELT1767
			Responding to literature	ACELT1807
Writing	**Purpose, text type/form, audience:** • To classify and describe the Angkor Wat temple complex, with a focus on the religious significance of its architectural style and features • In the form of a short entry on a website • For a general audience **Text structure:** • Introduction to the focus of the text, including a classification of the Angkor Wat complex as a site of significant cultural, religious and architectural significance (General Classification stage) • More detailed descriptions of aspects of the site, including its age and continued role as a religious site, links between its design elements and religious belief and the effect of the site on visitors (Description stage) • Information organised in separate paragraphs **Language features:** • Technical language related to the topic, including general and specific nouns • Evocative words and phrases that create a tone of 'wonder' and 'awe' • A variety of verb types, including relating, action and sensing verbs, written in past and present tense form • Adverbs and adverbial phrases that indicate when, where, how and why things happened	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Expressing and developing ideas	ACELA1547
		Literature	Examining literature	ACELT1630 ACELT1767
Vocabulary	• Evocative language (creating an overall tone or mood)	Language	Expressing and developing ideas	ACELA1547
Punctuation	• Using brackets in sentences to include additional information (alternative names and definitions of key terms)	Language	Text structure and organisation	ACELA1544
Grammar	• Nominalisations • Embedded adjectival clauses	Language	Expressing and developing ideas	ACELA1545 ACELA1546

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

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Text	Type	Form	Topic
8.2.6 **Why cyberbullying has such intense effects**	**Explanation**	**Information brochure for schools**	**The dangers of digital media**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Explanations • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing the ideas in an information brochure • Evaluating the quality of texts, including the use of evidence and expert sources to add authority to texts	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
Writing	**Purpose, text type/form, audience:** • To explain why cyberbullying appears to have a more intense impact on victims than face-to-face bullying • In the form of an informative brochure • For a high-school student audience **Text structure:** • Identification of cyberbullying and its effects as the focus of the text (Phenomenon Identification stage) • More detailed and technical explanation of the reasons why cyberbullying has a more intense impact on victims than face-to-face bullying (Explanation Sequence stage) **Language features:** • Technical language related to the effects of cyberbullying, including general, abstract and common nouns • Adjectives and adjectival phrases that build detail related to these nouns • Action and relating verbs written in their present tense form • Adverbs and adverbial phrases of time, place, manner, reason and extent • Conjunctions that express cause-and-effect relationships	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1766 ACELA1809
			Expressing and developing ideas	ACELA1547
Spelling	• Common letter patterns (prefixes and suffixes, double consonants)	Language	Expressing and developing ideas	ACELA1549
Punctuation	• Using commas to separate introductory words, phrases and clauses	Language	Text structure and organisation	ACELA1544 ACELA1532
Grammar	• Degree adverbs • Sentences with grammatical Themes (dependent clauses)	Language	Expressing and developing ideas	ACELA1545 ACELA1523 ACELA1495
			Text structure and organisation	ACELA1505

Text	Type	Form	Topic
8.2.7 The coal seam gas debate	Discussion	**Forum – television talk show (video clip and transcript)**	**Alternative sources of energy**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Discussions • Understanding, predicting, confirming and monitoring meaning • Identifying, interpreting and analysing the issues and arguments presented in a TV talk show segment, including the use of supporting evidence and examples • Recognising and explaining different viewpoints represented in texts • Evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and actions	Literacy	Interpreting, analysing, evaluating	**ACELY1732** **ACELY1733** **ACELY1734**
		Literature	Responding to literature	**ACELT1807**
Writing	**Purpose, text type/form, audience:** • To examine different and opposing viewpoints on the use of coal seam gas as an alternative energy source • In the form of a transcript of a TV talk show segment • For a general audience **Text structure:** • Introduction to the focus issue by the TV show host (Issue Statement stage) • Comments/responses from invited guests, identifying coal seam gas as either a clean or dirty energy source (Arguments stage) • Summary or reiteration of main arguments by TV show host (Conclusion stage) **Language features:** • General nouns related to the use of coal seam gas as an energy source • Some technical and/or scientific language • Adjectives and adjectival phrases to build detailed descriptions • A wide range of verb types, including relating and action verbs • Adverbs and adverbial phrases to indicate where, when, how and why things happen • Text connectives that link ideas in sequence	Literacy	Interpreting, analysing, evaluating	**ACELY1732**
		Language	Expressing and developing ideas	**ACELA1547**
			Text structure and organisation	**ACELA1543**
Vocabulary	• Technical language (science and environment)	Language	Expressing and developing ideas	**ACELA1547**
Punctuation	• Using apostrophes to indicate contraction	Language	Text structure and organisation	**ACELA1544**
Grammar	• Nominalisations • Quoted and reported clauses	Language	Expressing and developing ideas	**ACELA1545** **ACELA1546** **ACELA1494**

Cross-curriculum priority: Sustainability

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Text	Type	Form	Topic
8.2.8 Save the Southern Corroboree Frog	**Exposition**	**Petition letter**	**Endangered species**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Expositions • Understanding, predicting, confirming and monitoring meaning • Identifying, interpreting and analysing the issues and arguments presented in a petition, including the use of supporting evidence and examples • Recognising and explaining a particular viewpoint on environmental conservation • Exploring the language used to represent the Southern Corroboree Frog and to position readers to respond to this species • Evaluating the quality of texts, including how they persuade readers to accept particular ideas, attitudes and actions	Literacy	Interpreting, analysing, evaluating	**ACELY1732** **ACELY1733** **ACELY1734**
		Literature	Responding to literature	**ACELT1628** **ACELT1807**
Writing	**Purpose, text type/form, audience:** • To express a single point of view on the need to protect the habitat of the Southern Corroboree Frog, with the intention of persuading others to lobby the government to take action on behalf of the species • In the form of a letter accompanying a petition • For a general audience **Text structure:** • Identification of the focus issue, with a clear statement about the need to protect the habitat of the Southern Corroboree Frog (Contention stage) • A series of arguments supporting this view, including evidence and examples related to the species and the destruction of its habitat (Arguments stage) • Restatement of overall viewpoint and presentation of a call to action **Language features:** • Evaluative language expressing the writer's judgements on the need to protect the Southern Corroborree Frog, including modal verbs and modal adverbs • Technical language that refers to and describes the species and its habitat in a specialised or scientific manner • Relating, action and saying verbs that express direct actions and states of being or what people say	Literacy	Interpreting, analysing, evaluating	**ACELY1732**
		Language	Text structure and organisation	**ACELA1543** **ACELA1766** **ACELA1809**
			Expressing and developing ideas	**ACELA1547**
Vocabulary	• Evaluative language (expressing positive and negative judgements)	Language	Expressing and developing ideas	**ACELA1547**
Punctuation	• Using brackets to include additional information in a sentence	Language	Text structure and organisation	**ACELA1544**
Grammar	• Coordinating conjunctions • Compound sentences	Language	Expressing and developing ideas	**ACELA1467** **ACELA1545**

Cross-curriculum priority: Sustainability