Australian Curriculum mapping: unit details

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Text	Type	Form	Topic
9.2.1 My grandmother's jade bracelet	**Narrative**	**Short story (realistic fiction)**	**Memory loss in the elderly**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Identifying and explaining the text structures and language features of Narrative texts • Predicting, confirming and monitoring meaning • Interpreting and analysing the ideas presented in short stories • Identifying and interpreting combinations of plot, setting and characterisation in realistic fiction • Exploring the impact of particular language choices in short stories • Evaluating the quality of texts, including the realism of the plot	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
			Expressing and developing ideas	ACELA1560
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	**Purpose, text type/form, audience:** • To provide an intriguing 'realistic fiction' narrative • In short story form • For a young adult audience **Text structure:** • Unusual or incomplete ending to intrigue readers or to encourage speculation • Plot, characters and setting developed around the theme of real events and objects that have significance in people's lives • Well-developed Evaluation stage, interspersed throughout and as the final stage of the text **Language features:** • Specific nouns • Expanded noun groups (adjectival phrases and clauses) • A variety of verbs, but particularly action, relating and sensing verbs • Mainly simple and compound sentences, with some complex sentences and sentence fragments	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Spelling	• Using common spelling strategies (double consonants; adding prefixes and suffixes to base words)	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1562
Punctuation	• Using quotation marks and ellipses in direct speech	Language	Text structure and organisation	ACELA1556
Grammar	• Adverbs and adverbial phrases • Simple, compound and complex sentences	Language	Expressing and developing ideas	ACELA1557

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

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Text	Type	Form	Topic
9.2.2 More than meets the ice	**Explanation**	**Extract from a chapter on energy transfer models (imaginative anecdote)**	**How energy transfer causes changes in the state of matter**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• 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 and analysing the discourses that are represented in informative texts	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	**Purpose, text type/form, audience:** • To explain how energy is transferred through different mediums • In the form of an imaginative anecdote from a textbook chapter, accompanied by diagrams • For a novice audience **Text structure:** • Phenomenon identification stage absent or missing from the text (readers have to identify the subject of the text as it unfolds) • Explanation sequence, where the steps involved in the transfer of energy between solid, liquid and gaseous states of a substance are explained **Language features:** • General and abstract nouns, including nominalisations • Technical language • Everyday and evocative language choices • Mainly action and relating verbs • Adverbials of time, place and manner	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Vocabulary	• Technical language (science)	Literacy	Interpreting, analysing, evaluating	ACELY1743
Punctuation	• Using commas to separate phrases and clauses in compound and complex sentences	Language	Text structure and organisation	ACELA1556
Grammar	• Nominalisation • Compound-complex sentences	Language	Expressing and developing ideas	ACELA1557 ACELA1559

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Text	Type	Form	Topic
9.2.3 Why aren't our kids learning Chinese?	**Discussion**	**Discussion thread on *Real-time news* website**	**The Asian Century: implications for Australian students**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• 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 different perspectives on the issue of language acquisition (particularly Asian languages) in school	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
			Texts in context	ACELY1739
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	**Purpose, text type/form, audience:** • To provide an opportunity for the expression of personal viewpoints on the teaching of Chinese in schools • In the form of a series of comments on the website of a newspaper • For a general audience **Text structure:** • Initial comment to be in response to a 'breaking news' article related to a decrease in the number of senior secondary school students studying Asian languages • Each comment commences with a statement outlining or summarising the person's viewpoint, followed by an argument/evidence to support this viewpoint **Language features:** • General nouns • Expanded noun groups (with adjectives and adjectival phrases) • Relating and sensing verbs (single, multiple and phrasal) • Modal verbs to express certainty or obligation • Adverbials indicating point of view/comment • Adverbs and adverbial phrases of manner to express judgement	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Vocabulary	• Language variations in formal and informal contexts (colloquial language; Standard Australian English)	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Language variation and change	ACELA1550
			Expressing and developing ideas	ACELA1561
Punctuation	• Using common punctuation marks in online texts (full stops; commas; dashes; quotation marks)	Language	Text structure and organisation	ACELA1556
Grammar	• Verb groups • Variations in simple sentences	Language	Expressing and developing ideas	ACELA1557

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Text	Type		Form	Topic
9.2.4 Fast-food chains deliver opportunities	**Exposition**		**'Expert talk' on current affairs TV program (video clip and transcript)**	**Young workers in the fast-food industry**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• 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 a single perspective about the benefits of work experience in fast-food chains	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	**Purpose, text type/form, audience:** • To present one opinion (informed) on the working conditions for young, part-time workers in the food industry • In the form of an 'expert talk' • For a general audience **Text structure:** • Introduction, including a statement of the thesis (contention) in a way that is both clear and captures reader interest • Short Argument paragraphs where 'real' cases are presented in support of the thesis • Each Argument paragraph begins with a clear assertion or claim related to the thesis, followed by elaborations and/or evidence • Conclusion that restates thesis in a 'new' or different way and summarises Arguments **Language features:** • Evaluative language including modal auxiliary verbs, modal adverbs and focusing adverbs • Technical language; abstract nouns and nominalisations • A variety of verb types including relating verbs, sensing verbs and action verbs • Text connectives that link ideas and arguments across sentences and paragraphs	Language	Text structure and organisation	ACELA1770
		Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Spelling	• Using spelling strategies and rules to accurately spell nominalisations (adding suffixes to base words; drop the final 'e')	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
Punctuation	• Using apostrophes to indicate contraction or possession	Language	Text structure and organisation	ACELA1556
Grammar	• Verb groups • Complex sentences	Language	Expressing and developing ideas	ACELA1557

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Text	Type	Form	Topic
9.2.5 Mary Lee: Irish-Australian activist	**Description**	**Short biography to accompany the release of a commemorative coin**	**Women's rights in Australia**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Identifying and explaining the text structures and language features of Description 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 • Identifying and analysing a single perspective regarding a famous political activist in Australia's history	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	**Purpose, text type/form, audience:** • To describe the character, values and activities of one political activist in a key historical period • A short, engaging biographical description • For a general audience **Text structure:** • Introduction to the person to be described • Descriptions of the subject's political beliefs and values, goals, activities and achievements, with an emphasis on highlighting contributions to contemporary political forms and contexts **Language features:** • Specific nouns related to the subject; noun groups including adjectives, adjectival phrases and adjectival clauses • A range of verbs including action verbs, relating verbs and sensing verbs • Adverbs, adverbial phrases and adverbial clauses that provide information about when, where, how and why particular events occurred	Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Vocabulary	• Technical language (political issues and activities)	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
Punctuation	• Using a range of sentence punctuation (full stops, question marks, colons, brackets and dashes)	Language	Text structure and organisation	ACELA1556
Grammar	• Noun groups • Expanded noun groups • Complex sentences • Dependent clauses	Language	Expressing and developing ideas	ACELA1557

Text	Type		Form	Topic	
9.2.6 Bride prices: age-old and modern practices	Report		**Text panel accompanying an exhibit (cultural artefacts display)**	**Social change and traditions in Asian and Pacific Islander societies**	

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Identifying and explaining the text structures and language features of Report 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 • Identifying and analysing the different perspectives relating to the cultural custom of bride prices	Literacy	Texts in context	**ACELY1739**
			Interpreting, analysing, evaluating	**ACELY1744** **ACELY1745**
		Language	Text structure and organisation	**ACELA1553**
		Literature	Examining literature	**ACELT1636** **ACELT1772**
Writing	**Purpose, text type/form, audience:** • To classify and describe the practice of assigning and receiving a bride price in traditional and contemporary contexts • In the form of a text panel to accompany a museum display • For a general audience of museum visitors **Text structure:** • Introductory statement defining the phenomenon of a bride price and providing some background on where it is still practised (General Classification stage) • More detailed descriptions of bride-price practices in traditional and contemporary contexts, including how they were/are paid, difficulties associated with these practices and links with Western cultural practices (Description stage) **Language features:** • Technical language related to the topic of bride-price practices, including general nouns and nominalisations • Adjectives, adjectival phrases and adjectival clauses that build up detailed descriptions of aspects of bride-price practices • A variety of verb types, including relating, action and sensing verbs • Use of the present tense form of verbs, except where historical information is being reconstructed	Literature	Responding to literature	**ACELT1771**
			Examining literature	**ACELT1636** **ACELT1772**
Spelling	• Using effective spelling strategies (hard and soft 'c'; creating plural nouns; syllabification)	Literacy	Interpreting, analysing, evaluating	**ACELY1743**
		Language	Expressing and developing ideas	**ACELA1561**
Punctuation	• Using commas to separate introductory expressions (adverbs and adverbial phrases) and text connectives in sentences	Language	Text structure and organisation	**ACELA1556**
Grammar	• Nominalisation • The use of simple sentences	Language	Expressing and developing ideas	**ACELA1557** **ACELA1559**

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Text	Type		Form	Topic	
9.2.7 To spray or not to spray?	**Discussion**		**Feature article in a popular health and wellness magazine**	**The use and abuse of antibacterial products in domestic contexts**	

Learning area	Content	Strand	Sub-strand	Code	
Reading comprehension	• Identifying and explaining the text structures and language features of Discussion texts • Using established strategies to predict 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 supporting evidence/examples to add authority to persuasive texts • Identifying and analysing the different perspectives relating to the use of antibacterial products in the home	Literacy	Interpreting, analysing, evaluating	**ACELY1744** **ACELY1745**	
		Language	Text structure and organisation	**ACELA1553**	
		Literature	Examining literature	**ACELT1636** **ACELT1772**	
Writing	**Purpose, text type/form, audience:** • To provide an opportunity for the expression of viewpoints on the risks and benefits involved in using antibacterial products • In the form of a short feature article in a popular health magazine • For a general audience **Text structure:** • Introductory paragraph containing the Issue Statement stage, but not offering any single opinion on the use of antibacterial products • Body paragraphs presenting the Arguments stage, with 'for' and 'against' arguments related to the risks and benefits involved in using antibacterial products • Each paragraph developing one argument, using a topic sentence and supporting evidence, including reference to 'experts' • A short paragraph representing the Conclusion stage, summarising the arguments and posing a challenge to readers as a question **Language features:** • General nouns • Adjectivals that provide more detail to the general nouns • Evaluative language and inclusive language • A variety of verbs, including action, saying and relating verbs that may include modal auxiliary verbs • Text connectives that link ideas and/or arguments across sentences • A range of adverbs, adverbial phrases and adverbial clauses that provide information about how, when or where things happen	Literature	Responding to literature	**ACELT1771**	
			Examining literature	**ACELT1636** **ACELT1772**	
Spelling	• Using spelling strategies to spell topic-specific words correctly (syllabification; common prefixes and suffixes)	Literacy	Interpreting, analysing, evaluating	**ACELY1743**	
		Language	Expressing and developing ideas	**ACELA1561**	
Punctuation	• Using a range of sentence punctuation (commas, dashes and colons)	Language	Text structure and organisation	**ACELA1556**	
Grammar	• Text connectives (clarifying, additive, conditional and causal) • Sentence types and purposes (simple, compound and complex)	Language	Expressing and developing ideas	**ACELA1557**	
			Text structure and organisation	**ACELA1770**	

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Text	Type		Form	Topic
9.2.8 Zero tolerance saves lives	Exposition		Online article	Licence restrictions on young drivers

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• 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 and referenced sources to add authority to persuasive texts • Identifying and analysing the primary perspective regarding licence restrictions and a zero tolerance policy towards inexperienced drivers	Literacy	Interpreting, analysing, evaluating	ACELY1744 ACELY1745
		Language	Text structure and organisation	ACELA1553
		Literature	Examining literature	ACELT1636 ACELT1772
Writing	**Purpose, text type/form, audience:** • To present one opinion (institutional) on the practice of imposing restrictions on novice drivers • In the form of an online article • For a general audience **Text structure:** • Introduction, including a statement of the thesis (contention) in a way that is both clear and creates links with scientific data, and sentences that 'signpost' the issues/arguments to be raised • Two short Argument paragraphs where scientific data and/or statistics are presented in support of the thesis • Each Argument paragraph begins with a clear assertion or claim related to the thesis, followed by elaborations and/or evidence • Sources of data/evidence acknowledged using footnotes • Conclusion that restates thesis in a 'new' or different way and summarises Arguments **Language features:** • Evaluative language that influences the reader to accept a point of view • Modal verbs and modal adverbs • General nouns and abstract nouns, including technical terms • A range of verbs, including relating, action and sensing verbs • Adverbs & adverbial phrases to express how or why things happen • Text connectives that link arguments and supporting evidence	Language	Text structure and organisation	ACELA1770
		Literature	Responding to literature	ACELT1771
			Examining literature	ACELT1636 ACELT1772
Vocabulary	• Technical language (driving licence restrictions)	Literacy	Interpreting, analysing, evaluating	ACELY1743
		Language	Expressing and developing ideas	ACELA1561
Punctuation	• Using commas and colons in lists and sentences	Language	Text structure and organisation	ACELA1556
Grammar	• Nominalisation • Using different sentence types for different purposes (simple, compound and complex)	Language	Expressing and developing ideas	ACELA1557