


Year 9 Content matrix and Australian Curriculum mapping

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- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
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9.1 Reading comprehension

									
Unit 9.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions		
Title: Back alive Text category: Imaginative Text type: Narrative Form: Short story (adventure) Purpose: To entertain and inform Theme: Entertainment Topic: Quest for truth, self-enlightenment and/or treasure	Structures and language features of imaginative 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 quest narratives; identifying intertextual references and different viewpoints expressed in texts; exploring the impact of particular language choices in short stories; evaluating the quality of texts, including how texts represent variations on major literary traditions and genres	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626		
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628	
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807	
								Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
									Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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9.1 Reading comprehension

									
Unit 9.1.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions		
Title: Skin deep Text category: Imaginative Text type: Poetry Form: Dramatic monologue (audio file) Purpose: To reflect on a real aspect of life Theme: Language Topic: Youth and self-destructive behaviours	Structures and language features of poetic texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas presented in a dramatic monologue; exploring viewpoints from different historical, social and cultural contexts; identifying intertextual references; 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	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626		
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628	
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807	
								Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
									Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630

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9.1 Reading comprehension

							
Unit 9.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Securing a crime scene: general principles and procedures Text category: Informative Text type: Procedure Form: Manual for forensic science investigators Purpose: To instruct on how to do something Theme: Science Topic: Forensic science	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in an instruction manual; evaluating the quality of texts, including the credibility and/or authority of the writer and the impact of format and/or layout on meaning	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				

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9.1 Reading comprehension

							
Unit 9.1.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Would you buy a kidney? Text category: Informative Text type: Persuasive Text type: Discussion Form: Reader survey (Vox pop – newspaper) Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Values and scientific research associated with organ donation and sale	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a vox pop or reader survey; recognising and explaining different viewpoints represented in texts; evaluating the quality of texts, including how well evidence and examples are used to persuade readers to accept a particular point of view	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				

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9.1 Reading comprehension

							
Unit 9.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Walking in their footsteps Text category: Informative Text type: Report Form: Feature article in an adventure travel magazine Purpose: To classify and/or describe something in general and specific ways Theme: Adventure Topic: Afghan cameleers in colonial Australia	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in a feature article; identifying the use of language to represent Afghan cameleers in colonial Australia and position readers' perceptions of this group; recognising and explaining different viewpoints represented in the text; evaluating the quality of texts, including the use of evocative language to create a particular mood and/or tone	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				Examining literature Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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9.1 Reading comprehension

								
Unit 9.1.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: The 'new' slaves of a global economy Text category: Persuasive Text type: Exposition Form: Short essay Purpose: To persuade, through the use of 'real cases' Theme: Commerce Topic: Migrant and casual workers/global industries	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a formal essay, including the use of supporting evidence and examples; recognising and explaining a particular point of view on an industrial and/or human rights issue; exploring the language used to represent both 'workers' and 'bosses' and position readers to view these groups in particular ways; evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and/or actions	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807

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9.1 Reading comprehension

								
Unit 9.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: It could have been me Text category: Informative/Imaginative Text type: Recount Form: Personal anecdote Purpose: To recreate a sequence of events Theme: Health Topic: Links between energy drinks and deaths due to heart failure	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a personal anecdote; interpreting and analysing the effect of narrative techniques and language choices, including the use of a first person narrator perspective, in an informative text; evaluating the quality of texts, including variations in text structures and language features to engage the interest of readers in a series of events	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807

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9.1 Reading comprehension

							
Unit 9.1.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Review: <i>Star Pioneers</i> Text category: Persuasive Text type: Text response Form: Game review (online) Purpose: To respond to a video game, at an evaluative level Theme: Design Topic: Building cyber environments – games	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a review; analysing how language has changed under the influence of technology; evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				
		Texts in context	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication ACELY1729				

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9.1 Writing

							
Unit 9.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Back alive Text category: Imaginative Text type: Narrative Form: Short story (adventure) Purpose: To entertain and inform Theme: Entertainment Topic: Quest for truth, self-enlightenment and/or treasure	Purpose, audience, text type/form: To entertain readers by engaging them in an engaging quest or adventure narrative; written in the form of a short story, for a teenage or young adult audience Text structure: Inversion of typical narrative structure, with the text opening with the main character facing a crisis or problem (Complication stage); introduction to and description of the main characters and the overall setting of the story (Orientation stage); review of events leading up to the crisis (Complication stage); beginning of events that will resolve the crisis (Resolution stage) Language features: Specific nouns to refer to people, places and settings, including those typically featured in quest narratives; adjectives, adjectival phrases and adjectival clauses to build detailed descriptions; evocative and figurative language, including similes and metaphors; poetic techniques such as alliteration, assonance and onomatopoeia; a wide range of verbs including action, sensing and saying verbs; first-person narrator perspective; a wide variety of sentence types, including sentence fragments	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
							Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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9.1 Writing

							
Unit 9.1.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Unit 9.1.2 Title: Skin deep Text category: Imaginative Text type: Poetry Form: Dramatic monologue (audio file) Purpose: To reflect on a real aspect of life Theme: Language Topic: Youth and self-destructive behaviours	Purpose, audience, text type/form: To reflect on the effects of pressures to conform to social expectations; written in the form of a dramatic monologue, for a teenage or young adult audience Text structure: Title; three stanzas of six lines each, dealing with separate aspects of the topic; repeating refrain focusing on depression; lines of varying length and rhythm, reflecting the patterns of speech; first-person narrator perspective Language features: Evocative language designed to call up memories, ideas and images in the minds of readers/listeners; figurative language related to social expectations and/or pressures, including similes; everyday words and phrases designed to help readers relate to the situations and feelings expressed in the text; words/syllables delivered in regular beat structure; some use of rhyming couplets	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767
							Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630

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9.1 Writing

							
Unit 9.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Securing a crime scene: general principles and procedures Text category: Informative Text type: Procedure Form: Manual for forensic science investigators Purpose: To instruct on how to do something Theme: Science Topic: Forensic science	Purpose, audience, text type/form: To provide precise and technically accurate instructions on how to isolate a crime scene, in the form of an instruction manual; written for a specific audience Text structure: Introduction to the purpose and focus of the instructions, including some explanation of the importance of the task (Statement of Goal stage); a series of numbered step-by-step directions for isolating a crime scene (Steps stage) Language features: Precise and specific nouns, adjectives and adjectival phrases that refer to and describe people, places and behaviours; action verbs and relating verbs expressed in present and/or future tense form; adverbs and adverbial phrases indicating where, when, how and why actions need to occur; sentences written as statements or commands	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		
					Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

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9.1 Writing

							
Unit 9.1.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Unit 9.1.4 Title: Would you buy a kidney? Text category: Informative Text type: Persuasive Text type: Discussion Form: Reader survey (Vox pop – newspaper) Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Values and scientific research associated with organ donation and sale	Purpose, audience, text type/form: To examine different viewpoints on the sale of body parts for medical purposes; written in the form of a vox pop or reader survey for a general audience of newspaper readers Text structure: Introduction to the focus issue/question, through reference to a specific case and a preview of the debate surrounding this issue (Issue Statement stage); a series of reader responses to the focus question, each one expressing a different perspective on the issue (Arguments stage); no summary or on-balance judgement related to the issue (Conclusion stage) Language features: General nouns related to the use and sale of kidneys for medical purposes; adjectives and adjectival phrases to build detailed descriptions; a wide range of verb types, including relating, action and sensing verbs; modal verbs that indicate levels of certainty, probability and/or obligation; adverbs and adverbial phrases to indicate where, when, why and how things happen	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543		
				Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		

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9.1 Writing

							
Unit 9.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Unit 9.1.5 Title: Walking in their footsteps Text category: Informative Text type: Report Form: Feature article in an adventure travel magazine Purpose: To classify and/or describe something in general and specific ways Theme: Adventure Topic: Afghan cameleers in colonial Australia	Purpose, audience, text type/form: To classify and describe the role of Afghan cameleers in laying down the foundations of transport and telecommunications networks in colonial Australia; written in the form of a feature article, for an audience interested in adventure travel Text structure: Introduction to the Afghan cameleers as the focus of the text, including where they came from and what they achieved in colonial Australia (General Classification stage); more detailed descriptions of why the cameleers and camels were needed, how they first proved their suitability, what they achieved and how their achievements are often forgotten by some historians Language features: Technical language related to the topic of the Afghan cameleers, including general nouns and nominalisations; adjectives and adjectival phrases to build detailed descriptions of the cameleers, their work and the conditions in which they operated; a variety of verb types, including relating, action and sensing verbs	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		
					Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

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9.1 Writing

							
Unit 9.1.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The 'new' slaves of a global economy Text category: Persuasive Text type: Exposition Form: Short essay Purpose: To persuade, through the use of 'real cases' Theme: Commerce Topic: Migrant and casual workers/global industries	Purpose, audience, text type/form: To present one viewpoint on the use of migrant and/or casual workers in global commercial enterprises, with the intention of persuading others to accept this view; written in the form of a short essay, for a young adult or mature audience Text structure: Identification of the focus issue, with a clear statement about the use of migrant and/or casual workers in global commercial enterprises (Contention stage); a series of arguments supporting the writer's view, using real cases and examples (Arguments stage); restatement of the writer's viewpoint (Conclusion stage) Language features: Evaluative language that expresses positive and negative value judgement, including modal verbs that express levels of certainty; abstract and general nouns related to the topic; adjectives that build detailed descriptions of nouns; relating, action and sensing verbs that express actions and states of being	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543		
					Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Writing

							
Unit 9.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: It could have been me Text category: Informative/Imaginative Text type: Recount Form: Personal anecdote Purpose: To recreate a sequence of events Theme: Health Topic: Links between energy drinks and deaths due to heart failure	Purpose, audience, text type/form: To recreate the sequence of events leading up to the emergency hospitalisation of a teenager as a result of excessive consumption of energy drinks; written in the form of a personal anecdote, for a young adult audience Text structure: Title suggests a particular situation or event (Orientation stage); series of events involved in a medical emergency leading up to the hospitalisation of the narrator's friend, due to the consumption of energy drinks (Series of Events stage); narrator's reflection on their responsibility for the situation (Personal Comment stage) Language features: General, specific and proper nouns that refer to people, places and events; adjectives, adjectival phrases and adjectival clauses that describe nouns in more detail; action, relating, sensing and saying verbs, written in their past tense form; conjunctions and text connectives to sequence events in time order; adverbs, adverbial phrases and adverbial clauses that indicate when, where, what and how things happened	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809	Responding to literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ACELT1627
						Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Writing

							
Unit 9.1.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Review: <i>Star Pioneers</i> Text category: Persuasive Text type: Text response Form: Game review (online) Purpose: To respond to a video game, at an evaluative level Theme: Design Topic: Building cyber environments – games	Purpose, audience, text type/form: To provide a personal response to a newly released video game; written in the form of a review, for a gaming audience Text structure: Identification of the focus of the review and brief statement of the writer's response to/evaluation of the game (Context stage); brief overview of the 'plot' and/or objectives of the game (Description stage); a series of more detailed explanation of the writer's response to the game, summed up by a star rating (Judgements stage) Language features: Evaluative language to express the writer's value judgements about the game; descriptive language to recreate aspects of the game, including nouns and adjectives; action, relating and sensing verbs, in present tense form; most sentences beginning with a particular aspect or dimension of the game	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543	Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
				Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630
							Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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9.1 Vocabulary/Spelling

							
Unit 9.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Back alive Text category: Imaginative Text type: Narrative Form: Short story (adventure) Purpose: To entertain and inform Theme: Entertainment Topic: Quest for truth, self-enlightenment and/or treasure	Evocative language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547	Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767
Unit 9.1.2 Title: Skin deep Text category: Imaginative Text type: Poetry Form: Dramatic monologue (audio file) Purpose: To reflect on a real aspect of life Theme: Language Topic: Youth and self-destructive behaviours	Using effective spelling strategies to spell technical terms			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Vocabulary/Spelling

							
Unit 9.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Securing a crime scene: general principles and procedures Text category: Informative Text type: Procedure Form: Manual for forensic science investigators Purpose: To instruct on how to do something Theme: Science Topic: Forensic science	Using effective spelling strategies to spell familiar and new words			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		
Unit 9.1.4 Title: Would you buy a kidney? Text category: Informative Text type: Persuasive Text type: Discussion Form: Reader survey (Vox pop – newspaper) Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Values and scientific research associated with organ donation and sale	Using effective spelling strategies to spell familiar and new words			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Vocabulary/Spelling

							
Unit 9.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Walking in their footsteps Text category: Informative Text type: Report Form: Feature article in an adventure travel magazine Purpose: To classify and/or describe something in general and specific ways Theme: Adventure Topic: Afghan cameleers in colonial Australia	Descriptive language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
Unit 9.1.6							
Title: The 'new' slaves of a global economy Text category: Persuasive Text type: Exposition Form: Short essay Purpose: To persuade, through the use of 'real cases' Theme: Commerce Topic: Migrant and casual workers/global industries	Using effective spelling strategies to spell technical terms			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Vocabulary/Spelling

							
Unit 9.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: It could have been me Text category: Informative/Imaginative Text type: Recount Form: Personal anecdote Purpose: To recreate a sequence of events Theme: Health Topic: Links between energy drinks and deaths due to heart failure	Evocative language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547	Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767
Unit 9.1.8							
Title: Review: Star Pioneers Text category: Persuasive Text type: Text response Form: Game review (online) Purpose: To respond to a video game, at an evaluative level Theme: Design Topic: Building cyber environments – games	Technical language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		

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9.1 Punctuation

							
Unit 9.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Back alive Text category: Imaginative Text type: Narrative Form: Short story (adventure) Purpose: To entertain and inform Theme: Entertainment Topic: Quest for truth, self-enlightenment and/or treasure	Using possessive apostrophes			Text structure and organisation	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns ACELA1506		
Unit 9.1.2 Title: Skin deep Text category: Imaginative Text type: Poetry Form: Dramatic monologue (audio file) Purpose: To reflect on a real aspect of life Theme: Language Topic: Youth and self-destructive behaviours	Using punctuation in poetry			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Punctuation

							
Unit 9.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Securing a crime scene: general principles and procedures Text category: Informative Text type: Procedure Form: Manual for forensic science investigators Purpose: To instruct on how to do something Theme: Science Topic: Forensic science	Using colons and semicolons in headings, subheadings and sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
Unit 9.1.4							
Title: Would you buy a kidney? Text category: Informative Text type: Persuasive Text type: Discussion Form: Reader survey (Vox pop – newspaper) Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Values and scientific research associated with organ donation and sale	Using full stops, question marks and exclamation marks			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Punctuation

							
Unit 9.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Walking in their footsteps Text category: Informative Text type: Report Form: Feature article in an adventure travel magazine Purpose: To classify and/or describe something in general and specific ways Theme: Adventure Topic: Afghan cameleers in colonial Australia	Using commas to separate words, phrases and clauses in sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
					Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 9.1.6							
Title: The 'new' slaves of a global economy Text category: Persuasive Text type: Exposition Form: Short essay Purpose: To persuade, through the use of 'real cases' Theme: Commerce Topic: Migrant and casual workers/global industries	Using commas to separate introductory and transitional expressions			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

Year 9 Content matrix and Australian Curriculum mapping

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9.1 Punctuation

							
Unit 9.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: It could have been me Text category: Informative/Imaginative Text type: Recount Form: Personal anecdote Purpose: To recreate a sequence of events Theme: Health Topic: Links between energy drinks and deaths due to heart failure	Using quotation marks in direct speech			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
Unit 9.1.8							
Title: Review: Star Pioneers Text category: Persuasive Text type: Text response Form: Game review (online) Purpose: To respond to a video game, at an evaluative level Theme: Design Topic: Building cyber environments – games	Using commas, dashes and brackets to separate ideas in sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

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9.1 Grammar

							
Unit 9.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Back alive Text category: Imaginative Text type: Narrative Form: Short story (adventure) Purpose: To entertain and inform Theme: Entertainment Topic: Quest for truth, self-enlightenment and/or treasure	Verb groups with auxiliary verbs (tense and modality); subject and predicate in simple sentences			Expressing and developing ideas	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ACELA1536		
						Text structure and organisation	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ACELA1505

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9.1 Grammar

		AC Australian CURRICULUM					
Unit 9.1.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Skin deep Text category: Imaginative Text type: Poetry Form: Dramatic monologue (audio file) Purpose: To reflect on a real aspect of life Theme: Language Topic: Youth and self-destructive behaviours	Nouns, noun groups and expanded noun groups; using simple, compound and complex sentences for different purposes			Expressing and developing ideas	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ACELA1493		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea ACELA1508		
Unit 9.1.3							
Title: Securing a crime scene: general principles and procedures Text category: Informative Text type: Procedure Form: Manual for forensic science investigators Purpose: To instruct on how to do something Theme: Science Topic: Forensic science	Verbs and verb groups; sentences in imperative mood			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		

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9.1 Grammar

							
Unit 9.1.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Would you buy a kidney? Text category: Informative Text type: Persuasive Text type: Discussion Form: Reader survey (Vox pop – newspaper) Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Values and scientific research associated with organ donation and sale	Modal verbs and modal adverbs; compound and complex sentences			Expressing and developing ideas	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ACELA1536		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
Unit 9.1.5							
Title: Walking in their footsteps Text category: Informative Text type: Report Form: Feature article in an adventure travel magazine Purpose: To classify and/or describe something in general and specific ways Theme: Adventure Topic: Afghan cameleers in colonial Australia	Nominalisation (verb to noun); sentences with grammatical Themes (adverbs, phrases, dependent clauses)			Expressing and developing ideas	Understand the effect of nominalisation in the writing of informative and persuasive texts ACELA1546		
					Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809	

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9.1 Grammar

							
Unit 9.1.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The 'new' slaves of a global economy Text category: Persuasive Text type: Exposition Form: Short essay Purpose: To persuade, through the use of 'real cases' Theme: Commerce Topic: Migrant and casual workers/global industries	Modal verbs (high, medium and low strength); complex sentences containing adverbial and/or adjectival clauses			Expressing and developing ideas	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ACELA1536		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
Unit 9.1.7							
Title: It could have been me Text category: Informative/Imaginative Text type: Recount Form: Personal anecdote Purpose: To recreate a sequence of events Theme: Health Topic: Links between energy drinks and deaths due to heart failure	Action, saying and sensing verbs; simple, compound and complex sentences			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		

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9.1 Grammar

							
Unit 9.1.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Review: <i>Star Pioneers</i> Text category: Persuasive Text type: Text response Form: Game review (online) Purpose: To respond to a video game, at an evaluative level Theme: Design Topic: Building cyber environments – games	Nominalisation (verb to noun); adjectival clauses introduced by relative pronouns and/or participles			Expressing and developing ideas	Understand the effect of nominalisation in the writing of informative and persuasive texts ACELA1546		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		

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