


Year 7 Content matrix and Australian Curriculum mapping

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7.1 Reading comprehension

							
Unit 7.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Breaking up, for the best Text category: Imaginative Text type: Narrative Form: Comic strip Purpose: To entertain and inform Theme: Ethics Topic: Personal relationships	Words, imagery and language patterns; layers of meaning; structures and language features of imaginative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701			Examining literature	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711			Literature and context	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts ACELT1613
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				
			Analyse strategies authors use to influence readers ACELY1801				

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7.1 Reading comprehension

							
Unit 7.1.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Wind energy – what's your take? Text category: Persuasive Text type: Discussion Form: Talk back radio (transcript) Purpose: To provide a forum for different viewpoints Theme: Humour Topic: Alternative energy forms	Structures and language features of persuasive text; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies writers (and speakers) use to influence readers (and listeners) to accept a particular point of view	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				
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7.1 Reading comprehension

							
Unit 7.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Lights, camera ... autograph please! Text category: Informative Text type: Procedure Form: Magazine article Purpose: To instruct on how to do something Theme: Entertainment Topic: Celebrity culture	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how writers vary the structure and purposes of texts to suit particular topics and purposes	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				
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7.1 Reading comprehension

							
Unit 7.1.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Depression – reading the signs Text category: Informative Text type: Report Form: Information brochure Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: What is depression?	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how text structures and language features work together to achieve the purpose of a text	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.1 Reading comprehension

								
Unit 7.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: Good bugs, bad bugs Text category: Imaginative/Informative Text type: Poetry Form: Jingle Purpose: To reflect on a real aspect of life, in a humorous and catchy way Theme: Science Topic: The science we carry	Words, imagery and language patterns; humour; layers of meaning; structures and language features of imaginative and informative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating how text structures and language features work together to meet the purpose of a text	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701			Examining literature	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ACELT1611	
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617	
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712			Responding to literature	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ACELT1615	
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703					
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713					
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711					

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7.1 Reading comprehension

							
Unit 7.1.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Training diary of an elite athlete Text category: Informative Text type: Recount Form: Diary entry Purpose: To recreate a sequence of events Theme: Sport Topic: Training regimes (Indigenous rugby player)	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including variations in text structures and layout to suit particular purposes	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Expressing and developing ideas	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts ACELA1524		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
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7.1 Reading comprehension

							
Unit 7.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Exposed: the tattoo sleeve Text category: Informative Text type: Explanation Form: Article in popular science magazine Purpose: To explain how or why something occurs Theme: Community Topic: Suburban tribes	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how text structures and language features work together to achieve the purpose of a text	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
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7.1 Reading comprehension

							
Unit 7.1.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Alone, cold and 14 tomorrow Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Media Topic: Homeless teenagers	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the use of language to evoke strong visual images and/or to engage readers	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701			Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ACELT1610
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				Literature and context
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
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7.1 Reading comprehension

							
Unit 7.1.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Hope and adventure in <i>Finding Nemo</i> Text category: Persuasive Text type: Text response Form: Film review Purpose: To respond to a visual text, at an evaluative level Theme: Language Topic: Expressing ideas and values	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies used to position readers to accept a particular point of view	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701			Literature and context	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts ACELT1613
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				
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7.1 Reading comprehension

							
Unit 7.1.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: A strange encounter Text category: Imaginative Text type: Narrative Form: Personal anecdote/myth Purpose: To entertain and inform Theme: People Topic: The Australian character	Words, imagery and language patterns; simile and metaphor; layers of meaning; structures and language features of imaginative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701			Examining literature	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ACELT1611
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
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7.1 Reading comprehension

							
Unit 7.1.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Memories in a suitcase Text category: Imaginative Text type: Poetry Form: Free verse Purpose: To reflect on a real aspect of life Theme: Home Topic: Refugees – Asian context	Words, imagery and language patterns, including sound devices and imagery; simile, metaphor and personification; layers of meaning; structures and language features of imaginative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies poets use to express ideas	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701			Examining literature	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ACELT1611
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
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Unit 7.1.12	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Is the book dead? Text category: Persuasive Text type: Exposition Form: Letter to editor Purpose: To persuade, through the use of personal anecdote Theme: History Topic: E-books	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies writers use to influence readers to accept a particular point of view	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
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Unit 7.1.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The ultimate chocolate cupcake Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Communication Topic: Cooking with a difference	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques that writers use to inform and entertain readers	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
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Unit 7.1.14	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: From little things, a big community grows Text category: Informative Text type: Recount Form: Newspaper article Purpose: To recreate a sequence of events Theme: Design Topic: DIY	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how text structures and language features work together to meet the purpose of a text	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
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7.1 Reading comprehension

							
Unit 7.1.15	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Climbing to the top of the world Text category: Informative Text type: Description Form: Description of natural phenomenon Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Natural landscapes – Asia-Pacific region	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the use of language to evoke strong visual images and/or to engage readers	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701			Examining literature	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Breaking up, for the best Text category: Imaginative Text type: Narrative Form: Comic strip Purpose: To entertain and inform Theme: Ethics Topic: Personal relationships	Purpose, audience, text type/form: To engage the reader, by presenting a universal human 'crisis' in a condensed story form (comic strip), to a sympathetic audience Text structure: Backstory/ precipitating events; series of speech events leading to decision/problem, in chronological sequence (Complication); text ends with a possibility of a sequel (Resolution/Coda) Language features: Visual and verbal representations of characters, setting and plot; spoken, colloquial language; depictions of body language and gestures; speech or thought bubbles; frames in sequence	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504	Responding to literature	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ACELT1609
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ACELT1795

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Wind energy – what's your take? Text category: Persuasive Text type: Discussion Form: Talk back radio (transcript) Purpose: To provide a forum for different viewpoints Theme: Humour Topic: Alternative energy forms	Purpose, audience, text type/form: To allow the expression of different and/or opposing viewpoints, in the form of a talk back radio show, for participants who have already formed an opinion on the issue/topic Text structure: Introduction and/or brief outline of the issue/topic by the talk back show host (Issue Statement stage); series of comments and/or expressions of supporting and opposing opinion from callers (Arguments stage); call for an ad break by host (Conclusion stage) Language features: General and specific nouns; relating, sensing and action verbs; text connectives; adverbs and adverbial phrases	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Analyse strategies authors use to influence readers ACELY1801				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

AC Australian CURRICULUM							
Unit 7.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Lights, camera ... autograph please! Text category: Informative Text type: Procedure Form: Magazine article Purpose: To instruct on how to do something Theme: Entertainment Topic: Celebrity culture	Purpose, audience, text type/form: To provide instructions on how to obtain autographs from TV celebrities, in a magazine article that follows a recipe format, for a sympathetic, young audience Text structure: Statement of intention of the text (Goal stage); sequence of steps that readers should follow to acquire autographs from celebrities (Steps stage) Language features: Sentences in imperative mood; active voice; precise and technical language; mainly action verbs; adverbials of time, place and manner	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711	Expressing and developing ideas	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Depression – reading the signs Text category: Informative Text type: Report Form: Information brochure Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: What is depression?	Purpose, audience, text type/form: To present an authoritative but accessible description of the symptoms and treatment of depression, in the form of an information brochure, for a teenage audience Text structure: Opening statement/description of depression as a medical or psychological condition (General Classification stage); series of more detailed descriptions of the symptoms and treatment of depression, organised into groups of relevant information (Description stage) Language features: Specific and generalised terms (e.g. 'friend', 'people'); a range of different kinds of verbs, including relating verbs; technical and/or medical terms; adverbs of time and manner; headings, sub-headings, paragraphs	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711	Expressing and developing ideas	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Good bugs, bad bugs Text category: Imaginative/Informative Text type: Poetry Form: Jingle Purpose: To reflect on a real aspect of life, in a humorous and catchy way Theme: Science Topic: The science we carry	Purpose, audience, text type/form: To present scientific information in a humorous and catchy way, in the form of a jingle, for an audience who knows something about the topic Text structure: Characteristic 'hook' (musical or verbal phrase); lyrics and tune organised in repeating Chorus and Verse stages Language features: Everyday and technical terms; action verbs; active voice; simple but precise adjectives and nouns; personification; repetitive rhythm and regular rhyming patterns	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504	Responding to literature	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ACELT1795
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ACELT1615
						Examining literature	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ACELT1611
							Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

AC Australian CURRICULUM							
Unit 7.1.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Training diary of an elite athlete Text category: Informative Text type: Recount Form: Diary entry Purpose: To recreate a sequence of events Theme: Sport Topic: Training regimes (Indigenous rugby player)	Purpose, audience, text type/form: To recreate the training schedule of an elite athlete, in a personal diary format, for a general audience interested in sport and/or training Text structure: Introduction to the diary entries, including the reasons behind this endeavour (Orientation stage); sequential listing of day-by-day events and personal reflections on these events in a week-long training schedule (Series of Events and Personal Comments stages) Language features: Common and proper nouns; pronouns; evaluative language (especially adjectives); action and relating verbs; past tense; time conjunctions and text connectives; adverbial phrases	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

AC Australian CURRICULUM							
Unit 7.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Exposed: the tattoo sleeve Text category: Informative Text type: Explanation Form: Article in popular science magazine Purpose: To explain how or why something occurs Theme: Community Topic: Suburban tribes	Purpose, audience, text type/form: To explain the processes involved in getting a 'sleeve' tattoo in the form of a magazine column written by a tattooist, for an audience interested in tattoos Text structure: Identification of the process or phenomenon to be explained, including the definition of a 'sleeve' tattoo (Phenomenon Identification stage); sequence of more detailed explanations about reasons for getting a 'sleeve' and the stages, processes and associated changes involved (Explanation Sequence stage); concluding comment (Conclusion stage) Language features: Technical language related to the process of getting a tattoo sleeve; action and relating verbs; causal and temporal text connectives; adverbs of time, place, manner, reason and purpose	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Alone, cold and 14 tomorrow Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Media Topic: Homeless teenagers	Purpose, audience, text type/form: To describe the experiences, aspirations and future prospects of a young girl living on the street in the form of a personal reflection, for a young audience Text structure: Introduction to the subject of the text, a young girl called Miranda; a series of descriptions of Miranda's life on the street, including where she sleeps, obtains food, passes the time and her hopes for the future; disclosure of the identity of the narrator as Miranda later in her life Language features: Specific common and proper nouns; adjectives; pronouns; action, relating and sensing verbs; adverbs of manner; use of figurative and/or symbolic language to build description	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

									
Unit 7.1.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions		
Title: Hope and adventure in <i>Finding Nemo</i> Text category: Persuasive Text type: Text response Form: Film review Purpose: To respond to a visual text, at an evaluative level Theme: Language Topic: Expressing ideas and values	Purpose, audience, text type/form: To provide a personal response to a popular children's film, in the form of a review, for a general audience Text structure: Introduction to the focus of the text and the reviewer's overall response to the film (Context stage); description/synopsis of the film (Description stage); judgements related to the reviewer's overall response to the film, in terms of the concepts of hope and wonder (Judgment stage) Language features: Common, proper and abstract nouns; adjectives building description; adverbs intensifying adjectives; relating, action, thinking/feeling and existing verbs; present tense; persuasive and evaluative language	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Expressing and developing ideas	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525	Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ACELT1610		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711		Text structure and organisation		Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style ACELT1616	
									Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ACELT1611
									Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

AC Australian CURRICULUM							
Unit 7.1.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: A strange encounter Text category: Imaginative Text type: Narrative Form: Personal anecdote/myth Purpose: To entertain and inform Theme: People Topic: The Australian character	Purpose, audience, text type/form: To engage the reader in an imaginary story involving incredible events, in the form of an Australian bush yarn or tall tale, for a general audience Text structure: Clear progression through Orientation, Complication, Resolution and Coda stages; rising sense of tension and eventual disclosure of the fictional basis of the tale Language features: Specific nouns and a wide range of adjectives; action, saying and sensing verbs; adverbs and adverbial phrases of time, place, manner and reason; conjunctions of time; colloquial language/ Australian slang	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504	Responding to literature	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ACELT1615
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

AC Australian CURRICULUM							
Unit 7.1.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Memories in a suitcase Text category: Imaginative Text type: Poetry Form: Free verse Purpose: To reflect on a real aspect of life Theme: Home Topic: Refugees – Asian context	Purpose, audience, text type/form: To reflect on the experience of being a refugee/immigrant, in the form of a free verse poem, for a teenage audience Text structure: Lines of prose arranged in four stanzas or verses; no regular rhyme or rhythm pattern; some repetition of sounds, words and phrases Language features: Evocative and figurative language and poetic techniques, including similes, personification and onomatopoeia; unrhymed lines with no set metrical pattern; sounds and looks like natural speech	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504	Responding to literature	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ACELT1615
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.12	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Is the book dead? Text category: Persuasive Text type: Exposition Form: Letter to editor Purpose: To persuade, through the use of personal anecdote Theme: History Topic: E-books	Purpose, audience, text type/form: To express one point of view on a particular issue, with the intention of persuading others to agree with this view, in the form of a letter to the editor, for a general audience Text structure: Clear progression through Contention, Arguments, Conclusion stages; elaborations and evidence provided in support of each argument Language features: General and specific nouns and adjectives related to the focus issue, including some technical language; evaluative words and phrases that express the writer's judgements on the issue; action, relating and sensing verbs	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Analyse strategies authors use to influence readers ACELY1801				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The ultimate chocolate cupcake Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Communication Topic: Cooking with a difference	Purpose, audience, text type/form: To provide instructions on how to make a classic party food item, in the form of a recipe, for a teenage or young adult audience Text structure: Humorous introduction to the text, including the stated goal of the text (Goal Statement stage); lists of ingredients required and directions for cooking chocolate cupcakes (Steps stage); humorous additions/asides to readers throughout the text Language features: Precise terms related to cooking in general and cupcakes in particular; sentences in imperative mood; action verbs; adverbs and adverbial phrases of time, place, manner and degree; temporal text connectives	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711	Expressing and developing ideas	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

AC Australian CURRICULUM							
Unit 7.1.14	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: From little things, a big community grows Text category: Informative Text type: Recount Form: Newspaper article Purpose: To recreate a sequence of events Theme: Design Topic: DIY	Purpose, audience, text type/form: To reconstruct the events involved in designing and building a community rooftop garden, in the form of a newspaper article, for a known/local audience Text structure: Introduction to the overall event of creating a community garden, including a celebration of collaborative action (Orientation stage); reconstruction of key events involved in establishing the garden, in chronological order (Series of Events stage); accompanied by some evaluative comment and/or reactions by the writer (Personal Comments stage) Language features: Common and proper nouns; pronouns; adjectives and adjectival phrases to add more details about people and the garden; action, relating and saying verbs; past tense; adverbs and adverbials of time, place, manner and reason	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Writing

							
Unit 7.1.15	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Climbing to the top of the world Text category: Informative Text type: Description Form: Description of natural phenomenon Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Natural landscapes – Asia-Pacific region	Purpose, audience, text type/form: To describe the natural phenomenon of a remote mountain range, in the form of a speech, for a group of mountaineers Text structure: Introduction to the purpose of the speech, including an identification of the focus of the text as Mt Everest (Introduction to the Subject stage); more detailed and evocative descriptions of the physical and environmental features of the mountain and/or its accessibility (Descriptions of the Features of the Subject); closing tribute to the mountaineers and their mission Language features: Specific nouns, adjectives and adjectival phrases; action and relating verbs; adverbs and adverbial phrases of time, place, manner and extent; use of figurative language, including personification, to build description	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504	Responding to literature	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ACELT1795
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ACELT1615

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Vocabulary/Spelling

							
Unit 7.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Breaking up, for the best Text category: Imaginative Text type: Narrative Form: Comic strip Purpose: To entertain and inform Theme: Ethics Topic: Personal relationships	Evaluative language			Expressing and developing ideas	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525		
Unit 7.1.2 Title: Wind energy – what’s your take? Text category: Persuasive Text type: Discussion Form: Talk back radio (transcript) Purpose: To provide a forum for different viewpoints Theme: Humour Topic: Alternative energy forms	Drop the final 'e' spelling rule – verbs			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		

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7.1 Vocabulary/Spelling

							
Unit 7.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Lights, camera ... autograph please! Text category: Informative Text type: Procedure Form: Magazine article Purpose: To instruct on how to do something Theme: Entertainment Topic: Celebrity culture	Technical language			Expressing and developing ideas	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ACELA1498		
					Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		
Unit 7.1.4							
Title: Depression – reading the signs Text category: Informative Text type: Report Form: Information brochure Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: What is depression?	Spelling words with common prefixes and suffixes			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Vocabulary/Spelling

							
Unit 7.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Good bugs, bad bugs Text category: Imaginative/Informative Text type: Poetry Form: Jingle Purpose: To reflect on a real aspect of life, in a humorous and catchy way Theme: Science Topic: The science we carry	Technical language			Expressing and developing ideas	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ACELA1498		
					Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		
Unit 7.1.6							
Title: Training diary of an elite athlete Text category: Informative Text type: Recount Form: Diary entry Purpose: To recreate a sequence of events Theme: Sport Topic: Training regimes (Indigenous rugby player)	Spelling rules – adding suffixes to base words			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Vocabulary/Spelling

							
Unit 7.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Exposed: the tattoo sleeve Text category: Informative Text type: Explanation Form: Article in popular science magazine Purpose: To explain how or why something occurs Theme: Community Topic: Suburban tribes	Technical language			Expressing and developing ideas	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ACELA1498		
					Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		
Unit 7.1.8							
Title: Alone, cold and 14 tomorrow Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Media Topic: Homeless teenagers	Common spelling patterns – doubling and dropping letters			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Vocabulary/Spelling

							
Unit 7.1.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Hope and adventure in <i>Finding Nemo</i> Text category: Persuasive Text type: Text response Form: Film review Purpose: To respond to a visual text, at an evaluative level Theme: Language Topic: Expressing ideas and values	Spelling common prefixes and suffixes			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		
Unit 7.1.10							
Title: A strange encounter Text category: Imaginative Text type: Narrative Form: Personal anecdote/myth Purpose: To entertain and inform Theme: People Topic: The Australian character	Evocative language			Expressing and developing ideas	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525		
						Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512	

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7.1 Vocabulary/Spelling

							
Unit 7.1.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Memories in a suitcase Text category: Imaginative Text type: Poetry Form: Free verse Purpose: To reflect on a real aspect of life Theme: Home Topic: Refugees – Asian context	Descriptive language			Expressing and developing ideas	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525		
					Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		
Unit 7.1.12							
Title: Is the book dead? Text category: Persuasive Text type: Exposition Form: Letter to editor Purpose: To persuade, through the use of personal anecdote Theme: History Topic: E-books	Drop the final 'e' spelling rule – verbs			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		

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7.1 Vocabulary/Spelling

							
Unit 7.1.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The ultimate chocolate cupcake Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Communication Topic: Cooking with a difference	Homographs			Expressing and developing ideas	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		
					Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		
Unit 7.1.14							
Title: From little things, a big community grows Text category: Informative Text type: Recount Form: Newspaper article Purpose: To recreate a sequence of events Theme: Design Topic: DIY	Spelling irregular and uncommon plurals			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		
					Recognise uncommon plurals, for example 'foci' ACELA1514		

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7.1 Vocabulary/Spelling

							
Unit 7.1.15	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Climbing to the top of the world Text category: Informative Text type: Description Form: Description of natural phenomenon Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Natural landscapes – Asia-Pacific region	Common letter patterns – 'ea'			Expressing and developing ideas	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ACELA1526		

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7.1 Punctuation

							
Unit 7.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Breaking up, for the best Text category: Imaginative Text type: Narrative Form: Comic strip Purpose: To entertain and inform Theme: Ethics Topic: Personal relationships	Using exclamation marks			Text structure and organisation	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands ACELA1449		
Unit 7.1.2 Title: Wind energy – what’s your take? Text category: Persuasive Text type: Discussion Form: Talk back radio (transcript) Purpose: To provide a forum for different viewpoints Theme: Humour Topic: Alternative energy forms	Using commas to separate introductory words, phrases and clauses			Text structure and organisation	Understand the uses of commas to separate clauses ACELA1521		

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7.1 Punctuation

							
Unit 7.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Lights, camera ... autograph please! Text category: Informative Text type: Procedure Form: Magazine article Purpose: To instruct on how to do something Theme: Entertainment Topic: Celebrity culture	Using apostrophes to indicate contractions			Text structure and organisation	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ACELA1480		
Unit 7.1.4 Title: Depression – reading the signs Text category: Informative Text type: Report Form: Information brochure Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: What is depression?	Using commas to separate items in a list in a sentence			Text structure and organisation	Recognise that capital letters signal proper nouns and commas are used to separate items in lists ACELA1465		

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7.1 Punctuation

							
Unit 7.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Good bugs, bad bugs Text category: Imaginative/Informative Text type: Poetry Form: Jingle Purpose: To reflect on a real aspect of life, in a humorous and catchy way Theme: Science Topic: The science we carry	Using full stops and commas in poetry			Text structure and organisation	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands ACELA1449		
Unit 7.1.6							
Title: Training diary of an elite athlete Text category: Informative Text type: Recount Form: Diary entry Purpose: To recreate a sequence of events Theme: Sport Topic: Training regimes (Indigenous rugby player)	Using apostrophes to indicate contractions			Text structure and organisation	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ACELA1480		

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7.1 Punctuation

							
Unit 7.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Exposed: the tattoo sleeve Text category: Informative Text type: Explanation Form: Article in popular science magazine Purpose: To explain how or why something occurs Theme: Community Topic: Suburban tribes	Using commas to separate clauses in complex sentences			Text structure and organisation	Understand the uses of commas to separate clauses ACELA1521		
Unit 7.1.8							
Title: Alone, cold and 14 tomorrow Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Media Topic: Homeless teenagers	Using commas to separate items in a list in a sentence			Text structure and organisation	Recognise that capital letters signal proper nouns and commas are used to separate items in lists ACELA1465		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Punctuation

							
Unit 7.1.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Hope and adventure in <i>Finding Nemo</i> Text category: Persuasive Text type: Text response Form: Film review Purpose: To respond to a visual text, at an evaluative level Theme: Language Topic: Expressing ideas and values	Using capital letters for proper nouns			Text structure and organisation	Recognise that capital letters signal proper nouns and commas are used to separate items in lists ACELA1465		
Unit 7.1.10							
Title: A strange encounter Text category: Imaginative Text type: Narrative Form: Personal anecdote/myth Purpose: To entertain and inform Theme: People Topic: The Australian character	Using apostrophes to indicate possession (common and proper nouns)			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		

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7.1 Punctuation

							
Unit 7.1.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Memories in a suitcase Text category: Imaginative Text type: Poetry Form: Free verse Purpose: To reflect on a real aspect of life Theme: Home Topic: Refugees – Asian context	Using apostrophes to indicate possession (singular and plural nouns)			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 7.1.12							
Title: Is the book dead? Text category: Persuasive Text type: Exposition Form: Letter to editor Purpose: To persuade, through the use of personal anecdote Theme: History Topic: E-books	Using apostrophes to indicate possession (singular and plural nouns)			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		

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7.1 Punctuation

							
Unit 7.1.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The ultimate chocolate cupcake Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Communication Topic: Cooking with a difference	Using capital letters and full stops			Text structure and organisation	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands ACELA1449		
Unit 7.1.14							
Title: From little things, a big community grows Text category: Informative Text type: Recount Form: Newspaper article Purpose: To recreate a sequence of events Theme: Design Topic: DIY	Using apostrophes to indicate possession (singular, plural and uncommon plural nouns)			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		

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7.1 Punctuation

							
Unit 7.1.15	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Climbing to the top of the world Text category: Informative Text type: Description Form: Description of natural phenomenon Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Natural landscapes – Asia-Pacific region	Using commas to separate clauses			Text structure and organisation	Understand the uses of commas to separate clauses ACELA1521		

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7.1 Grammar

							
Unit 7.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Breaking up, for the best Text category: Imaginative Text type: Narrative Form: Comic strip Purpose: To entertain and inform Theme: Ethics Topic: Personal relationships	Sensing verbs; subject and predicate in simple sentences			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
					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	
Unit 7.1.2							
Title: Wind energy – what’s your take? Text category: Persuasive Text type: Discussion Form: Talk back radio (transcript) Purpose: To provide a forum for different viewpoints Theme: Humour Topic: Alternative energy forms	Auxiliary verbs (tense); complex sentences			Expressing and developing ideas	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ACELA1481		
					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ACELA1507		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		
					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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7.1 Grammar

							
Unit 7.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Lights, camera ... autograph please! Text category: Informative Text type: Procedure Form: Magazine article Purpose: To instruct on how to do something Theme: Entertainment Topic: Celebrity culture	Action verbs; simple sentences			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
				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		
Unit 7.1.4							
Title: Depression – reading the signs Text category: Informative Text type: Report Form: Information brochure Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: What is depression?	Relating verbs; subject and predicate in sentences			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
				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		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Grammar

AC Australian CURRICULUM							
Unit 7.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Good bugs, bad bugs Text category: Imaginative/Informative Text type: Poetry Form: Jingle Purpose: To reflect on a real aspect of life, in a humorous and catchy way Theme: Science Topic: The science we carry	Action verbs; sentence fragments			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482		
					Recognise that sentences are key units for expressing ideas ACELA1435		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
Unit 7.1.6							
Title: Training diary of an elite athlete Text category: Informative Text type: Recount Form: Diary entry Purpose: To recreate a sequence of events Theme: Sport Topic: Training regimes (Indigenous rugby player)	Sensing verbs and relating verbs; compound sentences			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ACELA1467		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Grammar

							
Unit 7.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Exposed: the tattoo sleeve Text category: Informative Text type: Explanation Form: Article in popular science magazine Purpose: To explain how or why something occurs Theme: Community Topic: Suburban tribes	Adverbs; complex sentences			Expressing and developing ideas	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ACELA1507		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
Unit 7.1.8							
Title: Alone, cold and 14 tomorrow Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Media Topic: Homeless teenagers	Adjectives; compound sentences			Expressing and developing ideas	Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ACELA1452		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ACELA1467		
					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		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Grammar

							
Unit 7.1.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Hope and adventure in <i>Finding Nemo</i> Text category: Persuasive Text type: Text response Form: Film review Purpose: To respond to a visual text, at an evaluative level Theme: Language Topic: Expressing ideas and values	Adjectival phrases; complex sentences			Expressing and developing ideas	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ACELA1507		
					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		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		
Unit 7.1.10							
Title: A strange encounter Text category: Imaginative Text type: Narrative Form: Personal anecdote/myth Purpose: To entertain and inform Theme: People Topic: The Australian character	Articles and demonstratives; independent and dependent clauses			Expressing and developing ideas	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Grammar

AC Australian CURRICULUM							
Unit 7.1.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Memories in a suitcase Text category: Imaginative Text type: Poetry Form: Free verse Purpose: To reflect on a real aspect of life Theme: Home Topic: Refugees – Asian context	Common, concrete and proper nouns; subject and predicate in simple sentences			Expressing and developing ideas	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468		
					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		
				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		
Unit 7.1.12							
Title: Is the book dead? Text category: Persuasive Text type: Exposition Form: Letter to editor Purpose: To persuade, through the use of personal anecdote Theme: History Topic: E-books	Subordinating conjunctions; dependent clauses			Expressing and developing ideas	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ACELA1507		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		

Year 7 Content matrix and Australian Curriculum mapping

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7.1 Grammar

							
Unit 7.1.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The ultimate chocolate cupcake Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Communication Topic: Cooking with a difference	Adverbs; compound sentences			Expressing and developing ideas	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity ACELA1495		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ACELA1467		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
Unit 7.1.14							
Title: From little things, a big community grows Text category: Informative Text type: Recount Form: Newspaper article Purpose: To recreate a sequence of events Theme: Design Topic: DIY	Adverbial (prepositional) phrases; compound sentences			Expressing and developing ideas	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity ACELA1495		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ACELA1467		
					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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7.1 Grammar

							
Unit 7.1.15	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Climbing to the top of the world Text category: Informative Text type: Description Form: Description of natural phenomenon Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Natural landscapes – Asia-Pacific region	Adjectives and adjectival phrases; compound sentences			Expressing and developing ideas	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ACELA1467		
					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		

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