

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Reading comprehension

							
Unit 7.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ally's big break Text category: Imaginative Text type: Narrative Form: Short story (realistic fiction) Purpose: To entertain and inform Theme: Media Topic: Reality/music television	Structures and language features of imaginative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; understanding the social and cultural contexts represented in texts; identifying and interpreting plot elements (including rising narrative tension) and characters drawn from contemporary settings; evaluating the quality of texts, including techniques and strategies authors use to engage and/or align readers with characters and events	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722			Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ACELT1621
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723			Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ACELT1622
Unit 7.2.2							
Title: Inventing me Text category: Imaginative Text type: Poetry Form: Haiku Purpose: To reflect on a real aspect of life Theme: People Topic: Identity	Words, imagery and language patterns; humour; layers of meaning; structures and language features of imaginative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; understanding the social and cultural contexts represented in texts; evaluating how text structures and language features work together to meet the purpose of a text	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ACELT1621
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722			Examining literature	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels ACELT1623
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619

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7.2 Reading comprehension

								
Unit 7.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: No ecotourism in the Asmat Swamp Text category: Persuasive Text type: Exposition Form: Editorial Purpose: To persuade through the use of factual evidence Theme: Environment Topic: Sustainable use of national parks in the Asia-Pacific region	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in texts such as editorials; evaluating the quality of texts, including strategies writers use to influence readers to accept a particular point of view	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721					
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722					
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723					
Unit 7.2.4								
Title: From lab to cone Text category: Informative Text type: Explanation Form: 'Expert' talk (on location – video clip) Purpose: To explain how or why something occurs Theme: Science Topic: Testing/trialling new products	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas presented in informative texts such as 'expert talks'; understanding the social and cultural contexts represented in texts; evaluating the quality of texts, including language variations to suit particular audiences	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619	
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722					
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723					

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7.2 Reading comprehension

							
Unit 7.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Rising to the challenge, one last time Text category: Persuasive Text type: Text response Form: Movie review (print media) Purpose: To respond to a visual text, at an evaluative level Theme: Entertainment Topic: The timeless appeal of superheros	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the use of language to construct and convey personal responses to other texts	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				
Unit 7.2.6							
Title: Not just bones at Lake Mungo Text category: Persuasive Text type: Exposition Form: Website article – Indigenous history and culture Purpose: To persuade, through the use of detailed evidence Theme: History Topic: Indigenous heritage	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in persuasive texts; evaluating the quality of texts, including the use of evidence and authoritative sources to influence readers to accept a particular point of view	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				

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7.2 Reading comprehension

							
Unit 7.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: I should have stayed at home! Text category: Imaginative Text type: Recount Form: Fictional (imaginative) recount Purpose: To recreate a sequence of events Theme: Community Topic: Personal safety and OH&S at school	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the deliberate use of language to engage the reader	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				
Unit 7.2.8							
Title: What's the 'best buy'? Text category: Persuasive Text type: Discussion Form: Conversation (transcript) Purpose: To provide a forum for different viewpoints Theme: Commerce Topic: Mobile phone plans	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in discussions; evaluating the quality of texts, including the use of evidence and particular cases to influence readers to accept a particular point of view	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721				
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				

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7.2 Reading comprehension

							
Unit 7.2.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dinner for a dollar! Text category: Informative Text type: Procedure Form: Promotional advertisement/recipe Purpose: To instruct on how to do something, with an overt marketing agenda Theme: Communication Topic: Product placement	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the way language and layout can be selected to influence readers/viewers	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721				
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				
Unit 7.2.10							
Title: Moulds are bad, right? Text category: Informative Text type: Report Form: Classification notes Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Chemical reactions	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including variations in the form and language of texts to suit particular audiences	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721				
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				

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7.2 Reading comprehension

							
Unit 7.2.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: At home with WiFi Text category: Informative Text type: Explanation Form: Technical writing Purpose: To explain how or why something occurs Theme: Technology Topic: Wi-fi	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 language features to engage readers	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				
Unit 7.2.12							
Title: Caught between two worlds Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Non-fatal accidents	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	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				

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7.2 Reading comprehension

							
Unit 7.2.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My life is NOT a Twilight movie Text category: Persuasive Text type: Text response Form: Personal response Purpose: To respond to a trend or concept, at an evaluative level Theme: Creating Topic: Popular culture	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including the use of language to construct and convey personal responses to other texts	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Responding to literature	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view ACELT1620
			Use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722			Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723				

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7.2 Writing

							
Unit 7.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ally's big break Text category: Imaginative Text type: Narrative Form: Short story (realistic fiction) Purpose: To entertain and inform Theme: Media Topic: Reality/music television	Purpose, audience, text type/form: To engage the reader in a short story about a young girl trying to establish a singing career; intended for a young adult audience that enjoys realistic fiction Text structure: Text begins with a brief but clear Orientation stage, where the main character and the problem that has occurred is explained; a series of events then unfold, leading to an unexpected outcome (Resolution stage) Language features: Specific nouns, pronouns and adjectives to represent characters, setting and plot; a variety of verb types, including action, saying and sensing verbs; adverbs and adverbial phrases of time, place and manner	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ACELT1621
						Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ACELT1622

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7.2 Writing

							
Unit 7.2.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Inventing me Text category: Imaginative Text type: Poetry Form: Haiku Purpose: To reflect on a real aspect of life Theme: People Topic: Identity	Purpose, audience, text type/form: To reflect on the construction of personal identity, using Japanese haiku form, for a teenage or young adult audience Text structure: A set of three haiku, each consisting of 3 lines of 17 syllables in total; each haiku contains two opposing ideas separated by a 'cutting word' (traditional) or a question mark (modern adaptation) Language features: Highly evocative and compressed language; mainly nouns, adjectives and short adjectival phrases; figurative language, including the use of metaphor	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721			Examining literature	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels ACELT1623

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7.2 Writing

							
Unit 7.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: No ecotourism in the Asmat Swamp Text category: Persuasive Text type: Exposition Form: Editorial Purpose: To persuade through the use of factual evidence Theme: Environment Topic: Sustainable use of national parks in the Asia-Pacific region	Purpose, audience, text type/form: To present one point of view about ecotourism in the Asmat Swamp, part of the Lorentz National Park, in the form of a newspaper editorial, for a general audience Text structure: Statement about the unlikely success of applications to establish ecotourism in the Asmat Swamp (Contention stage); reasons/arguments in support of the writer's contention, including examples and evidence (Arguments stage); summary of arguments and reiteration of contention (Conclusion stage) Language features: Technical language related to the focus issue; evaluative language that expresses the writer's judgements about aspects of the issue; text connectives used to ideas and/or arguments across sentences; a variety of verb types, including relating and sensing verbs	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721	Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531		

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7.2 Writing

							
Unit 7.2.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: From lab to cone Text category: Informative Text type: Explanation Form: 'Expert' talk (on location – video clip) Purpose: To explain how or why something occurs Theme: Science Topic: Testing/trialling new products	Purpose, audience, text type/form: To explain the processes involved in testing/trialling a new range of gelati flavours for summer, in the form of an expert talk, for a specific audience of tour participants Text structure: Greeting to tour participants; introduction to the process that will be explained in the text (Phenomenon Identification stage); a series of more detailed explanations of the processes and associated changes involved in testing/trialling a new range of gelati flavours (Explanation Sequence stage); invitation to participants to move to the lab Language features: Technical language related to the process of trialling new gelati flavours, including general and specific nouns and descriptive adjectives; a variety of verb types, including action and relating verbs; adverbs and adverbial phrases of time, place, manner and reason; temporal text connectives to link events in time; present tense	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721	Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531		

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Unit 7.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: Rising to the challenge, one last time</p> <p>Text category: Persuasive</p> <p>Text type: Text response</p> <p>Form: Movie review (print media)</p> <p>Purpose: To respond to a visual text, at an evaluative level</p> <p>Theme: Entertainment</p> <p>Topic: The timeless appeal of superheros</p>	<p>Purpose, audience, text type/form: To express a personal response to the movie <i>The Dark Knight Rises</i>, in the form of a film review, for a general audience and/or the readers of a particular newspaper</p> <p>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 concept of heroism (Judgment stage)</p> <p>Language features: Descriptive and evaluative language; common, proper and abstract nouns; adjectives and adjectival phrases; a range of verb types, including action and relating verbs</p>	<p>Interpreting, analysing, evaluating</p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721</p>	<p>Text structure and organisation</p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531</p>	<p>Responding to literature</p>	<p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ACELT1621</p>

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7.2 Writing

AC Australian CURRICULUM							
Unit 7.2.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: Not just bones at Lake Mungo</p> <p>Text category: Persuasive</p> <p>Text type: Exposition</p> <p>Form: Website article – Indigenous history and culture</p> <p>Purpose: To persuade, through the use of detailed evidence</p> <p>Theme: History</p> <p>Topic: Indigenous heritage</p>	<p>Purpose, audience, text type/form: To present one viewpoint on Indigenous Australian history, with the intention of persuading others to agree with this viewpoint, in the form of an online article, for a general audience</p> <p>Text structure: Introductory statement about the relative age of Indigenous history and culture in Australia (Contention stage); series of arguments related to the writer's contention, based on archaeological and socio-cultural evidence (Arguments stage); summary of arguments and reiteration of writer's contention (Conclusion stage)</p> <p>Language features: General, proper and abstract nouns related to the issue being discussed; adjectives and adjectival phrases to build detailed descriptions of aspects of the issue; action and relating verbs, including tense and modal auxiliary verbs; evaluative words and phrases that express the writer's judgments, including comparing adjectives and intensifying adverbs</p>	<p>Interpreting, analysing, evaluating</p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721</p>	<p>Text structure and organisation</p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531</p>		

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7.2 Writing

							
Unit 7.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: I should have stayed at home!</p> <p>Text category: Imaginative</p> <p>Text type: Recount</p> <p>Form: Fictional (imaginative) recount</p> <p>Purpose: To recreate a sequence of events</p> <p>Theme: Community</p> <p>Topic: Personal safety and OH&S at school</p>	<p>Purpose, audience, text type/form: To reconstruct a series of (imagined) events involving one central character and the personal challenges he faced on a particular day at work; written in the form of a formal letter of complaint, for a specific audience (i.e. the OH&S Officer, Markham and Markham)</p> <p>Text structure: Formal letter salutation and signature; introductory statement orienting the intended reader to the overall situation to be reconstructed (Orientation stage); reconstruction of the series of events involved in the overall situation, in chronological order (Series of Events stage) and with some personal reaction (Personal Comment stage)</p> <p>Language features: Specific nouns and pronouns to refer to a series of events; adjectives to build details; a variety of verbs, including action verbs to reconstruct events; past tense; text connectives to link events in time and causal relationships; adverbs and adverbial phrases of time, place, manner and reason</p>	<p>Interpreting, analysing, evaluating</p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721</p>	<p>Text structure and organisation</p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531</p>	<p>Examining literature</p>	<p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ACELT1622</p>

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Writing

							
Unit 7.2.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: What's the 'best buy'?</p> <p>Text category: Persuasive</p> <p>Text type: Discussion</p> <p>Form: Conversation (transcript)</p> <p>Purpose: To provide a forum for different viewpoints</p> <p>Theme: Commerce</p> <p>Topic: Mobile phone plans</p>	<p>Purpose, audience, text type/form: To examine the 'problem' of the most suitable mobile phone plan from different viewpoints, in the form of a face-to-face conversation, for a specific audience</p> <p>Text structure: Initial conversational turns identifying the problem (Issue Statement stage); subsequent turns in which the participants identify patterns of phone usage and suitable plan elements (Arguments stage); final turns summing up the arguments and recommending a final check with a comparison site (Conclusion stage)</p> <p>Language features: General nouns related to the topic under discussion; expanded noun groups that include adjectives, adjectival phrases and/or adjectival clauses; a variety of verb types, including relating, sensing and action verbs; adverbs and adverbial phrases of time, place, manner and/or reason; modal adverbs that indicate speaker judgement</p>	<p>Interpreting, analysing, evaluating</p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721</p>	<p>Text structure and organisation</p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531</p>		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Writing

							
Unit 7.2.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dinner for a dollar! Text category: Informative Text type: Procedure Form: Promotional advertisement/recipe Purpose: To instruct on how to do something, with an overt marketing agenda Theme: Communication Topic: Product placement	Purpose, audience, text type/form: To provide a set of instructions for creating a cheap family dinner using products available from a national supermarket chain, in the form of a recipe, for a specific audience Text structure: Statement of the purpose or goal of the text (Goal Statement stage); lists of ingredients and materials/ equipment required plus directions for preparation and cooking the meal (Steps stage); additional information provided about the cost and location of ingredients Language features: Precise terms related to cooking in general and tomato penne in particular; sentences in imperative mood; action verbs; adverbs and adverbial phrases of time, place and manner; temporal text connectives to link steps in sequence	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721	Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Writing

							
Unit 7.2.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: Moulds are bad, right?</p> <p>Text category: Informative</p> <p>Text type: Report</p> <p>Form: Classification notes</p> <p>Purpose: To classify and/or describe something in general and specific ways</p> <p>Theme: Food</p> <p>Topic: Chemical reactions</p>	<p>Purpose, audience, text type/form: To provide a classification and description of moulds as members of the fungi family, in the form of a magazine article, for a specific audience</p> <p>Text structure: Brief introduction to the focus of the article; definition of moulds as fungi (General Classification stage); more detailed description of the aspects of moulds, including their characteristics, uses in food production and the toxic effects of some food-related moulds on human and animals (Description stage)</p> <p>Language features: Technical language related to the topic; abstract and general nouns; adjectives and adjectival phrases that build detail; a variety of verb types, including relating, action and sensing verbs; adverbs of time, manner and reason</p>	<p>Interpreting, analysing, evaluating</p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721</p>	<p>Text structure and organisation</p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531</p>		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Writing

							
Unit 7.2.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: At home with WiFi Text category: Informative Text type: Explanation Form: Technical writing Purpose: To explain how or why something occurs Theme: Technology Topic: Wi-fi	Purpose, audience, text type/form: To explain the processes involved in using wi-fi to support a number of systems/activities in the home, in the form of a scientific explanation, for an specific audience Text structure: Short anecdote to engage reader's interest in the text and identification of the focus of the text (Phenomenon Identification stage); more detailed and technical explanation of how wi-fi works and why it is useful in a domestic context (Explanation Sequence stage); brief return to the anecdotal 'hook' from the beginning of the text Language features: Technical language specific to the topic of the text, including nouns, verbs and adjectives; action and relating verbs; simple present tense; adverbs and adverbial phrases of time, place, manner and reason; text connectives link information across sentences and paragraphs	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721	Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531	Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ACELT1622

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Writing

							
Unit 7.2.12	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Caught between two worlds Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Non-fatal accidents	Purpose, audience, text type/form: To describe a base jumper's thoughts and feelings as they wait to be rescued from a failed jump, in the form of an observation, for a general audience Text structure: Introduction to the person to be described and the situation in which they find themselves (Introduction to the Subject stage); more detailed description of the responses of the person to their situation (Description of the Features of the Subject stage); first person narrator perspective Language features: Specific nouns: descriptive and comparative adjectives; evocative and figurative language, including similes; a variety of verb types, including relating, sensing and action verbs; adverbs and adverbial phrases of time, place, manner, reason and extent	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721	Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531	Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ACELT1621
						Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ACELT1622

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Writing

		 Australian CURRICULUM					
Unit 7.2.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My life is NOT a Twilight movie Text category: Persuasive Text type: Text response Form: Personal response Purpose: To respond to a trend or concept, at an evaluative level Theme: Creating Topic: Popular culture	Purpose, audience, text type/form: To express a response to the idea that life must always be exciting, in the form of a personal response, for a general audience Text structure: Introduction to the focus of the text and the writer's overall response (Context stage); description of common beliefs held by the writer's friends (Description stage); judgements related to the writer's overall response to the way life is depicted in movies and the importance of living a 'real' life (Judgment stage) Language features: Descriptive and evaluative language; common, proper and abstract nouns; adjectives and adjectival phrases; a range of verb types, including action, relating and saying verbs; variations in tense choices	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721	Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531	Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ACELT1621

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Vocabulary/Spelling

							
Unit 7.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ally's big break Text category: Imaginative Text type: Narrative Form: Short story (realistic fiction) Purpose: To entertain and inform Theme: Media Topic: Reality/music television	Evaluative language			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525		
Unit 7.2.2							
Title: Inventing me Text category: Imaginative Text type: Poetry Form: Haiku Purpose: To reflect on a real aspect of life Theme: People Topic: Identity	Common spelling patterns			Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Vocabulary/Spelling

							
Unit 7.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: No ecotourism in the Asmat Swamp Text category: Persuasive Text type: Exposition Form: Editorial Purpose: To persuade through the use of factual evidence Theme: Environment Topic: Sustainable use of national parks in the Asia-Pacific region	Technical language			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		
Unit 7.2.4							
Title: From lab to cone Text category: Informative Text type: Explanation Form: 'Expert' talk (on location – video clip) Purpose: To explain how or why something occurs Theme: Science Topic: Testing/trialling new products	Technical language			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					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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7.2 Vocabulary/Spelling

							
Unit 7.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Rising to the challenge, one last time Text category: Persuasive Text type: Text response Form: Movie review (print media) Purpose: To respond to a visual text, at an evaluative level Theme: Entertainment Topic: The timeless appeal of superheros	Evaluative language			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525		
Unit 7.2.6							
Title: Not just bones at Lake Mungo Text category: Persuasive Text type: Exposition Form: Website article – Indigenous history and culture Purpose: To persuade, through the use of detailed evidence Theme: History Topic: Indigenous heritage	Using word origins to spell words correctly			Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539		

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7.2 Vocabulary/Spelling

							
Unit 7.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: I should have stayed at home! Text category: Imaginative Text type: Recount Form: Fictional (imaginative) recount Purpose: To recreate a sequence of events Theme: Community Topic: Personal safety and OH&S at school	Adding prefixes and suffixes to base words			Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539		
Unit 7.2.8 Title: What's the 'best buy'? Text category: Persuasive Text type: Discussion Form: Conversation (transcript) Purpose: To provide a forum for different viewpoints Theme: Commerce Topic: Mobile phone plans	Unusual spelling patterns			Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539		

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7.2 Vocabulary/Spelling

							
Unit 7.2.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dinner for a dollar! Text category: Informative Text type: Procedure Form: Promotional advertisement/recipe Purpose: To instruct on how to do something, with an overt marketing agenda Theme: Communication Topic: Product placement	Unusual spelling patterns			Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539		
Unit 7.2.10							
Title: Moulds are bad, right? Text category: Informative Text type: Report Form: Classification notes Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Chemical reactions	Spelling words with Greek and Latin roots			Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539		

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7.2 Vocabulary/Spelling

							
Unit 7.2.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: At home with WiFi Text category: Informative Text type: Explanation Form: Technical writing Purpose: To explain how or why something occurs Theme: Technology Topic: Wi-fi	Technical language related to electronic and/or digital equipment and processes			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		
Unit 7.2.12							
Title: Caught between two worlds Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Non-fatal accidents	Using word origins to spell words correctly			Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Vocabulary/Spelling

							
Unit 7.2.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My life is NOT a Twilight movie Text category: Persuasive Text type: Text response Form: Personal response Purpose: To respond to a trend or concept, at an evaluative level Theme: Creating Topic: Popular culture	Technical language related to popular culture			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					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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7.2 Punctuation

							
Unit 7.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ally's big break Text category: Imaginative Text type: Narrative Form: Short story (realistic fiction) Purpose: To entertain and inform Theme: Media Topic: Reality/music television	Using quotation marks (direct speech)			Expressing and developing ideas	Investigate how quoted (direct) and reported (indirect) speech work in different types of text ACELA1494		
Unit 7.2.2							
Title: Inventing me Text category: Imaginative Text type: Poetry Form: Haiku Purpose: To reflect on a real aspect of life Theme: People Topic: Identity	Using capital letters and full stops (sentences and sentence fragments)			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		

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7.2 Punctuation

AC Australian CURRICULUM							
Unit 7.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: No ecotourism in the Asmat Swamp Text category: Persuasive Text type: Exposition Form: Editorial Purpose: To persuade through the use of factual evidence Theme: Environment Topic: Sustainable use of national parks in the Asia-Pacific region	Using commas to separate additional information in sentences			Text structure and organisation	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 7.2.4							
Title: From lab to cone Text category: Informative Text type: Explanation Form: 'Expert' talk (on location – video clip) Purpose: To explain how or why something occurs Theme: Science Topic: Testing/trialling new products	Using commas to separate clauses			Text structure and organisation	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Punctuation

							
Unit 7.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: Rising to the challenge, one last time</p> <p>Text category: Persuasive</p> <p>Text type: Text response</p> <p>Form: Movie review (print media)</p> <p>Purpose: To respond to a visual text, at an evaluative level</p> <p>Theme: Entertainment</p> <p>Topic: The timeless appeal of superheros</p>	Using commas to separate additional information in sentences			Text structure and organisation	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 7.2.6							
<p>Title: Not just bones at Lake Mungo</p> <p>Text category: Persuasive</p> <p>Text type: Exposition</p> <p>Form: Website article – Indigenous history and culture</p> <p>Purpose: To persuade, through the use of detailed evidence</p> <p>Theme: History</p> <p>Topic: Indigenous heritage</p>	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		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Punctuation

							
Unit 7.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: I should have stayed at home! Text category: Imaginative Text type: Recount Form: Fictional (imaginative) recount Purpose: To recreate a sequence of events Theme: Community Topic: Personal safety and OH&S at school	Using commas to separate introductory prepositional phrases			Text structure and organisation	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 7.2.8							
Title: What's the 'best buy'? Text category: Persuasive Text type: Discussion Form: Conversation (transcript) Purpose: To provide a forum for different viewpoints Theme: Commerce Topic: Mobile phone plans	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		

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7.2 Punctuation

							
Unit 7.2.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dinner for a dollar! Text category: Informative Text type: Procedure Form: Promotional advertisement/recipe Purpose: To instruct on how to do something, with an overt marketing agenda Theme: Communication Topic: Product placement	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 7.2.10							
Title: Moulds are bad, right? Text category: Informative Text type: Report Form: Classification notes Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Chemical reactions	Using capital letters and full stops (sentences and lists)			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		

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7.2 Punctuation

							
Unit 7.2.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: At home with WiFi Text category: Informative Text type: Explanation Form: Technical writing Purpose: To explain how or why something occurs Theme: Technology Topic: Wi-fi	Using commas to separate clauses in complex sentences			Text structure and organisation	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 7.2.12							
Title: Caught between two worlds Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Non-fatal accidents	Using apostrophes to indicate contraction			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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7.2 Punctuation

							
Unit 7.2.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My life is NOT a Twilight movie Text category: Persuasive Text type: Text response Form: Personal response Purpose: To respond to a trend or concept, at an evaluative level Theme: Creating Topic: Popular culture	Using full stops, question marks and exclamation marks for different sentence types			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		

Year 7 Content matrix and Australian Curriculum mapping

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7.2 Grammar

AC Australian CURRICULUM							
Unit 7.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Ally's big break Text category: Imaginative Text type: Narrative Form: Short story (realistic fiction) Purpose: To entertain and inform Theme: Media Topic: Reality/music television	Adverbial 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 ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
Unit 7.2.2							
Title: Inventing me Text category: Imaginative Text type: Poetry Form: Haiku Purpose: To reflect on a real aspect of life Theme: People Topic: Identity	Articles and possessive determiners; sentence fragments			Expressing and developing ideas	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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7.2 Grammar

							
Unit 7.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: No ecotourism in the Asmat Swamp Text category: Persuasive Text type: Exposition Form: Editorial Purpose: To persuade through the use of factual evidence Theme: Environment Topic: Sustainable use of national parks in the Asia-Pacific region	Text connectives (clarifying); expanded noun groups with adjectival clauses			Expressing and developing ideas	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information ACELA1534		
				Text structure and organisation	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ACELA1491		
Unit 7.2.4							
Title: From lab to cone Text category: Informative Text type: Explanation Form: 'Expert' talk (on location – video clip) Purpose: To explain how or why something occurs Theme: Science Topic: Testing/trialling new products	Text connectives (temporal); complex sentences			Expressing and developing ideas	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		
					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ACELA1507		
				Text structure and organisation	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ACELA1491		

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7.2 Grammar

							
Unit 7.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Rising to the challenge, one last time Text category: Persuasive Text type: Text response Form: Movie review (print media) Purpose: To respond to a visual text, at an evaluative level Theme: Entertainment Topic: The timeless appeal of superheros	Relating verbs; compound 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		
					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		
					Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
Unit 7.2.6							
Title: Not just bones at Lake Mungo Text category: Persuasive Text type: Exposition Form: Website article – Indigenous history and culture Purpose: To persuade, through the use of detailed evidence Theme: History Topic: Indigenous heritage	Relating verbs; sentences with grammatical Themes (adverbs and adverbial phrases)			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					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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7.2 Grammar

							
Unit 7.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: I should have stayed at home! Text category: Imaginative Text type: Recount Form: Fictional (imaginative) recount Purpose: To recreate a sequence of events Theme: Community Topic: Personal safety and OH&S at school	Text connectives (temporal and causal); expanded noun groups with adjectival clauses			Expressing and developing ideas	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information ACELA1534		
				Text structure and organisation	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ACELA1491		
Unit 7.2.8							
Title: What's the 'best buy'? Text category: Persuasive Text type: Discussion Form: Conversation (transcript) Purpose: To provide a forum for different viewpoints Theme: Commerce Topic: Mobile phone plans	Modal verbs; sentences with grammatical Themes			Expressing and developing ideas	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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7.2 Grammar

AC Australian CURRICULUM							
Unit 7.2.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dinner for a dollar! Text category: Informative Text type: Procedure Form: Promotional advertisement/recipe Purpose: To instruct on how to do something, with an overt marketing agenda Theme: Communication Topic: Product placement	Common and proper nouns; sentences in the imperative mood			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		
				Language for interaction	Understand that there are different ways of asking for information, making offers and giving commands ACELA1446		
Unit 7.2.10							
Title: Moulds are bad, right? Text category: Informative Text type: Report Form: Classification notes Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Chemical reactions	General nouns; compound sentences			Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537		
					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		
					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		

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Unit 7.2.11	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: At home with WiFi Text category: Informative Text type: Explanation Form: Technical writing Purpose: To explain how or why something occurs Theme: Technology Topic: Wi-fi	Text connectives (sequencing, conditional); 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		
				Text structure and organisation	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ACELA1491		
Unit 7.2.12							
Title: Caught between two worlds Text category: Informative/Imaginative Text type: Description Form: Observation Purpose: To describe the specific features of something or someone Theme: Adventure Topic: Non-fatal accidents	Comparative and superlative adjectives; sentences with grammatical Themes (adverbs and adverbial phrases)			Expressing and developing ideas	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		

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Unit 7.2.13	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My life is NOT a Twilight movie Text category: Persuasive Text type: Text response Form: Personal response Purpose: To respond to a trend or concept, at an evaluative level Theme: Creating Topic: Popular culture	Personal and possessive pronouns; statement, command and question forms of sentences			Text structure and organisation	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ACELA1478		
					Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ACELA1491		

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