

Year 8 Content matrix and Australian Curriculum mapping

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8.1 Reading comprehension

							
Unit 8.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Wrong place, wrong shoes Text category: Imaginative Text type: Narrative Form: Short story (crime fiction) Purpose: To entertain and inform Theme: Creating Topic: Violence and crime in Australian youth culture	Structures and language features of imaginative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in a short story; understanding the social and cultural contexts represented in texts; recognising combinations of plot elements in crime fiction; analysing how language is used for dramatic effect in narrative text; evaluating the quality of texts, including the language used in characterisation and to build narrative tension	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 8.1.2							
Title: Cage your cat! Text category: Informative Text type: Procedure Form: Assembly instructions Purpose: To instruct on how to do something Theme: Environment Topic: Protecting native wildlife	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a set of assembly instructions; evaluating the quality of texts, including the way language and layout can be selected to support meaning	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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8.1 Reading comprehension

								
Unit 8.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: If it's good enough for astronauts ... Text category: Informative Text type: Report Form: Feature article Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Nutritional foods in convenience packs	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in a feature article; evaluating the quality of texts, including the credibility and/or reliability of the information presented in Reports	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 8.1.4								
Title: Toyotomi Hideyoshi: an unlikely but powerful ruler Text category: Informative Text type: Description Form: Character profile (PowerPoint presentation) Purpose: To describe the specific features of something or someone Theme: People Topic: Representations of historical figures	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a profile of a historical figure; evaluating the quality of texts, including the language and format variations to suit particular forms of text	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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8.1 Reading comprehension

							
Unit 8.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How sapphires are formed Text category: Informative Text type: Explanation Form: Scientific diagrams Purpose: To explain how or why something occurs Theme: Technology Topic: Natural and man-made 'minerals'	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a scientific explanation; evaluating the quality of texts, including language choices designed 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				
Unit 8.1.6							
Title: Children need homes, not camps Text category: Persuasive Text type: Discussion Form: Blog Purpose: To provide a forum for different viewpoints Theme: Home Topic: Refugee camps/ children in detention	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a discussion; evaluating the quality of texts, including the use of language to persuade	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			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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8.1 Reading comprehension

								
Unit 8.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: No animals in my perfume, please Text category: Persuasive Text type: Exposition Form: YouTube video clip (speakers' corner) Purpose: To persuade through the use of data Theme: Ethics Topic: Commerce/ industries involving testing of products on animals	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a speech; evaluating the quality of texts, including the use of language to persuade	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				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					
Unit 8.1.8								
Title: The curtain falls on <i>The Voice</i> – for now Text category: Persuasive Text type: Text response Form: Event review Purpose: To respond to an event, at an evaluative level Theme: Media Topic: Reality TV/talent shows	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in a review; evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint	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				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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8.1 Writing

							
Unit 8.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Wrong place, wrong shoes Text category: Imaginative Text type: Narrative Form: Short story (crime fiction) Purpose: To entertain and inform Theme: Creating Topic: Violence and crime in Australian youth culture	Purpose, audience, text type/form: To engage readers in a crime story involving a case of mistaken identity that resulted in an apparent miscarriage of justice; written for a young adult audience Text structure: Brief introduction to the setting and main character (Orientation stage); flashback to a series of problems involving the main character's brother (Complication stage); return to 'present' time and a potential solution to the main character's predicament (partial Resolution stage) Language features: Specific nouns referring to setting, characters and plot events; adjectives and adjectival phrases that build detailed descriptions; action verbs; past tense form; adverbs and adverbial phrases that indicate where, when and how things happen; reported speech/ dialogue	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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8.1 Writing

							
Unit 8.1.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Cage your cat! Text category: Informative Text type: Procedure Form: Assembly instructions Purpose: To instruct on how to do something Theme: Environment Topic: Protecting native wildlife	Purpose, audience, text type/form: To provide instructions on how to assemble a prefabricated cat enclosure and tunnel, in the form of a set of step-by-step assembly instructions which includes lists and diagrams; written for a general audience Text structure: Introduction to the purpose and focus of the assembly instructions (Statement of Goal stage); lists of materials and equipment needed and step-by-step directions (in a dot-point series) for assembling the cat cage (Steps stage) Language features: Precise and specific nouns, adjectives and adjectival phrases that refer to and describe materials and equipment; action verbs that express observable behaviours and actions; adverbs and adverbial phrases indicating where, when and how actions need to take place; numbers and temporal text connectives that indicate the order or sequence in which actions need to occur; sentences written as commands (Imperative mood)	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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8.1 Writing

							
Unit 8.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: If it's good enough for astronauts ... Text category: Informative Text type: Report Form: Feature article Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Nutritional foods in convenience packs	Purpose, audience, text type/form: To classify and describe the nutritional value of food sold in convenience packs, in the form of a magazine feature article; written for readers of a specific magazine but also suitable for a general audience Text structure: Definition and broad description of convenience foods, including the three main categories that are available in supermarkets (General Classification stage); more detailed description of various types of convenience foods, their nutritional value compared to non-packaged foods and their benefits and/or uses (Description stage); information organised in separate paragraphs, with one dot-point sections Language features: Technical language related to the topic, including general nouns and adjectives that build precise details; a variety of verb types, including relating verbs to link information and action verbs that express more observable behaviours and/or activities; verbs written in their present tense form, to indicate the timeless quality of the information	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		
				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		

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8.1 Writing

							
Unit 8.1.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Toyotomi Hideyoshi: an unlikely but powerful ruler Text category: Informative Text type: Description Form: Character profile (PowerPoint presentation) Purpose: To describe the specific features of something or someone Theme: People Topic: Representations of historical figures	Purpose, audience, text type/form: To describe the characteristic features, actions and achievements of one historical figure; written in the form of a PowerPoint presentation, for students of Japanese history Text structure: Introduction to the historical figure to be described (Introduction to the Subject stage); more detailed descriptions of the features, actions and achievements of the person (Characteristic features of the Subject stage) Language features: Specific and abstract nouns related to the subject and his characteristics; adjectives and adjectival phrases that build detail about the subject; a wide range of verb types, including relating, action and sensing verbs to connect information, express behaviours and indicate thoughts and feelings; adverbs and adverbial phrases that provide details about where, when and how things happen to or are done by the subject	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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8.1 Writing

							
Unit 8.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How sapphires are formed Text category: Informative Text type: Explanation Form: Scientific diagrams Purpose: To explain how or why something occurs Theme: Technology Topic: Natural and man-made 'minerals'	Purpose, audience, text type/form: To explain the processes involved in the formation of rubies, in natural and man-made conditions; written in the form of a scientific explanation, for an audience who wants to understand how sapphires are formed Text structure: Identification of the focus of the text as the formation of sapphires (Phenomenon Identification stage); more detailed and technical explanation of the processes and associated changes involved when sapphires are created under natural and man-made conditions (Explanation Sequence stage) Language features: Technical language related to the formation of sapphires, including a variety of specific nouns, verbs and adjectives; action and relating verbs written in their present tense form; adverbs and adverbial phrases of time, place, manner and reason; headings and sub-headings to organise different categories of information	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		
				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		

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8.1 Writing

							
Unit 8.1.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: Children need homes, not camps</p> <p>Text category: Persuasive</p> <p>Text type: Discussion</p> <p>Form: Blog</p> <p>Purpose: To provide a forum for different viewpoints</p> <p>Theme: Home</p> <p>Topic: Refugee camps/ children in detention</p>	<p>Purpose, audience, text type/ form: To examine different viewpoints on the issue of keeping children in detention centres; written in the form of a blog, for a specific audience</p> <p>Text structure: Identification of the focus issue to be discussed, in the form of a preamble to selected posts (Issue Statement stage); two posts on the issue, representing different perspectives on the issue and responding directly to other views (Arguments stage); no summing-up or on-balance judgement related to the issue (Conclusion stage)</p> <p>Language features: General nouns related to the issue of keeping children in detention centres; adjectives and adjectival phrases that build detailed descriptions, in expanded noun groups; a wide range of verb types, including relating, action and sensing verbs; use of modal auxiliary verbs to express the strength of particular viewpoints</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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8.1 Writing

							
Unit 8.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: No animals in my perfume, please Text category: Persuasive Text type: Exposition Form: YouTube video clip (speakers' corner) Purpose: To persuade through the use of data Theme: Ethics Topic: Commerce/ industries involving testing of products on animals	Purpose, audience, text type/form: To express one viewpoint on the use of animals in the testing of new products, especially perfumes and toiletries, with the intention of persuading others to agree with this viewpoint; written in the form of a speech, for a general audience Text structure: Identification of the focus issue, with a clear statement of the speaker's viewpoint on animal testing (Contention stage); a series of arguments supporting this this viewpoint, including examples and evidence (Arguments stage); restatement of the speaker's overall view and summary of main arguments (Conclusion stage) Language features: Evaluative language related to the issue of animal testing, including modal verbs and modal adverbs that express the speaker's certainty about aspects of the issue; technical language associated with commercial testing involving animals, including general and abstract nouns; adjectives that build more details about nouns; action, relating and sensing verbs; adverbs that provide additional information about the manner in which actions and events occur	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		
				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		

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8.1 Writing

							
Unit 8.1.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: <i>The curtain falls on The Voice – for now</i></p> <p>Text category: Persuasive</p> <p>Text type: Text response</p> <p>Form: Event review</p> <p>Purpose: To respond to an event, at an evaluative level</p> <p>Theme: Media</p> <p>Topic: Reality TV/talent shows</p>	<p>Purpose, audience, text type/form: To provide a response to the finale of <i>The Voice</i> reality TV show, in the form of a review, for a general audience</p> <p>Text structure: Introduction to the focus text/event, including an overview or summary of the writer's response to the text/event (Context stage); a brief description of the elements of the text/event (Description stage); personal judgements related to the text/event (Judgement stage); final comment/prediction about the next series of the show</p> <p>Language features: Evaluative language that expresses the value judgements of the writer; descriptive language, including nouns, pronouns and adjectives, to identify aspects of the text/event; a range of verb types, including action, relating and saying verbs; adverbs and adverbial phrases that provide additional information about 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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8.1 Vocabulary/Spelling

							
Unit 8.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Wrong place, wrong shoes Text category: Imaginative Text type: Narrative Form: Short story (crime fiction) Purpose: To entertain and inform Theme: Creating Topic: Violence and crime in Australian youth culture	Evocative 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 8.1.2							
Title: Cage your cat! Text category: Informative Text type: Procedure Form: Assembly instructions Purpose: To instruct on how to do something Theme: Environment Topic: Protecting native wildlife	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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8.1 Vocabulary/Spelling

							
Unit 8.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: If it's good enough for astronauts ... Text category: Informative Text type: Report Form: Feature article Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Nutritional foods in convenience packs	Spelling high frequency 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		
					Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words ACELA1513		
Unit 8.1.4							
Title: Toyotomi Hideyoshi: an unlikely but powerful ruler Text category: Informative Text type: Description Form: Character profile (PowerPoint presentation) Purpose: To describe the specific features of something or someone Theme: People Topic: Representations of historical figures	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		

Year 8 Content matrix and Australian Curriculum mapping

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8.1 Vocabulary/Spelling

							
Unit 8.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How sapphires are formed Text category: Informative Text type: Explanation Form: Scientific diagrams Purpose: To explain how or why something occurs Theme: Technology Topic: Natural and man-made 'minerals'	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		
Unit 8.1.6							
Title: Children need homes, not camps Text category: Persuasive Text type: Discussion Form: Blog Purpose: To provide a forum for different viewpoints Theme: Home Topic: Refugee camps/ children in detention	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		

Year 8 Content matrix and Australian Curriculum mapping

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8.1 Vocabulary/Spelling

							
Unit 8.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: No animals in my perfume, please</p> <p>Text category: Persuasive</p> <p>Text type: Exposition</p> <p>Form: YouTube video clip (speakers' corner)</p> <p>Purpose: To persuade through the use of data</p> <p>Theme: Ethics</p> <p>Topic: Commerce/ industries involving testing of products on animals</p>	Spelling adjectives and adverbs with prefixes and suffixes			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		
<p>Unit 8.1.8</p> <p>Title: The curtain falls on <i>The Voice</i> – for now</p> <p>Text category: Persuasive</p> <p>Text type: Text response</p> <p>Form: Event review</p> <p>Purpose: To respond to an event, at an evaluative level</p> <p>Theme: Media</p> <p>Topic: Reality TV/talent shows</p>	Spelling words that contain common suffixes			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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8.1 Punctuation

							
Unit 8.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Wrong place, wrong shoes Text category: Imaginative Text type: Narrative Form: Short story (crime fiction) Purpose: To entertain and inform Theme: Creating Topic: Violence and crime in Australian youth culture	Using commas to separate words, phrases and clauses 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 8.1.2							
Title: Cage your cat! Text category: Informative Text type: Procedure Form: Assembly instructions Purpose: To instruct on how to do something Theme: Environment Topic: Protecting native wildlife	Using capital letters and full stops in 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		
					Recognise that capital letters signal proper nouns and commas are used to separate items in lists ACELA1465		

Year 8 Content matrix and Australian Curriculum mapping

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8.1 Punctuation

							
Unit 8.1.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: If it's good enough for astronauts ... Text category: Informative Text type: Report Form: Feature article Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Nutritional foods in convenience packs	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		
Unit 8.1.4							
Title: Toyotomi Hideyoshi: an unlikely but powerful ruler Text category: Informative Text type: Description Form: Character profile (PowerPoint presentation) Purpose: To describe the specific features of something or someone Theme: People Topic: Representations of historical figures	Punctuating a dot-point list			Text structure and organisation	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts ACELA1763		

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8.1 Punctuation

							
Unit 8.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How sapphires are formed Text category: Informative Text type: Explanation Form: Scientific diagrams Purpose: To explain how or why something occurs Theme: Technology Topic: Natural and man-made 'minerals'	Using commas to separate words, phrases and clauses			Text structure and organisation	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 8.1.6							
Title: Children need homes, not camps Text category: Persuasive Text type: Discussion Form: Blog Purpose: To provide a forum for different viewpoints Theme: Home Topic: Refugee camps/ children in detention	Using apostrophes to indicate possession			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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8.1 Punctuation

							
Unit 8.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: No animals in my perfume, please Text category: Persuasive Text type: Exposition Form: YouTube video clip (speakers' corner) Purpose: To persuade through the use of data Theme: Ethics Topic: Commerce/ industries involving testing of products on animals	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		
Unit 8.1.8							
Title: The curtain falls on <i>The Voice</i> – for now Text category: Persuasive Text type: Text response Form: Event review Purpose: To respond to an event, at an evaluative level Theme: Media Topic: Reality TV/talent shows	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 8 Content matrix and Australian Curriculum mapping

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8.1 Grammar

							
Unit 8.1.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Wrong place, wrong shoes Text category: Imaginative Text type: Narrative Form: Short story (crime fiction) Purpose: To entertain and inform Theme: Creating Topic: Violence and crime in Australian youth culture	Auxiliary verbs; simple, compound and 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		
					Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ACELA1536		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
					Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances ACELA1451		
					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		

Year 8 Content matrix and Australian Curriculum mapping

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8.1 Grammar

							
Unit 8.1.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Cage your cat! Text category: Informative Text type: Procedure Form: Assembly instructions Purpose: To instruct on how to do something Theme: Environment Topic: Protecting native wildlife	Text connectives (temporal); 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		
				Text structure and organisation	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ACELA1491		
Unit 8.1.3							
Title: If it's good enough for astronauts ... Text category: Informative Text type: Report Form: Feature article Purpose: To classify and/or describe something in general and specific ways Theme: Food Topic: Nutritional foods in convenience packs	Subordinating conjunctions; 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	

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8.1 Grammar

							
Unit 8.1.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Toyotomi Hideyoshi: an unlikely but powerful ruler Text category: Informative Text type: Description Form: Character profile (PowerPoint presentation) Purpose: To describe the specific features of something or someone Theme: People Topic: Representations of historical figures	Concrete and abstract nouns; use of sentence fragments in dot points/ notes			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		
					Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances ACELA1451		
						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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8.1 Grammar

							
Unit 8.1.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How sapphires are formed Text category: Informative Text type: Explanation Form: Scientific diagrams Purpose: To explain how or why something occurs Theme: Technology Topic: Natural and man-made 'minerals'	Proper, concrete and abstract nouns; sentences with grammatical Themes (adverbs and phrases)			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 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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8.1 Grammar

							
Unit 8.1.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Children need homes, not camps Text category: Persuasive Text type: Discussion Form: Blog Purpose: To provide a forum for different viewpoints Theme: Home Topic: Refugee camps/ children in detention	Expanded noun groups (adjectives and adjectival phrases); simple and compound 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 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 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		
					Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances ACELA1451		
					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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8.1 Grammar

							
Unit 8.1.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: No animals in my perfume, please Text category: Persuasive Text type: Exposition Form: YouTube video clip (speakers' corner) Purpose: To persuade through the use of data Theme: Ethics Topic: Commerce/ industries involving testing of products on animals	Modal verbs; simple and compound 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 how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ACELA1536		
					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		
					Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances ACELA1451		

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8.1 Grammar

							
Unit 8.1.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: <i>The curtain falls on The Voice – for now</i> Text category: Persuasive Text type: Text response Form: Event review Purpose: To respond to an event, at an evaluative level Theme: Media Topic: Reality TV/talent shows	Modal verbs and modal adverbs; 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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