


Year 8 Content matrix and Australian Curriculum mapping

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

								
Unit 8.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: To me: a citizen of the world Text category: Imaginative Text type: Poetry Form: Lyric verse (ode) Purpose: To reflect on abstract concepts, ideas and/or emotions Theme: Language Topic: Celebrating global awareness	Structures and language features of poetic texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas presented in lyric verse/ode form; exploring viewpoints drawn from different historical, social and cultural contexts; analysing how language is used to represent groups and to position readers in relation to these groups; evaluating the quality of texts, including the use of literary devices in poetry texts	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
								Examining literature

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8.2 Reading comprehension

							
Unit 8.2.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: In with the old, out with the new Text category: Informative Text type: Description Form: Feature article Purpose: To describe the specific features of something or someone Theme: Commerce Topic: Small business alternatives to working for fast food chains	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a feature article; evaluating the quality of texts, including the use of narrative language (including dialogue) to engage readers in the 'story' and 'character' of a particular individual	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				
			Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener ACELY1735				

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8.2 Reading comprehension

							
Unit 8.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: From the Incas to 'fries with that?' Text category: Informative Text type: Recount Form: Historical recount Purpose: To recreate a sequence of events Theme: Food Topic: Staple vs fashionable food	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in historical recounts; exploring how authors combine modes of representation, including timeline structures and prose, to convey meaning; evaluating the quality of texts, including the use of historical evidence and statistics to add authority to texts	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				
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8.2 Reading comprehension

								
Unit 8.2.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: Keeping the 'old ways' alive Text category: Persuasive Text type: Exposition Form: Patron's welcome Purpose: To persuade through the use of personal anecdotes Theme: Entertainment Topic: Indigenous culture	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing the issues and arguments presented in the patron's welcome to an Indigenous dance performance; recognising and explaining a particular viewpoint on Indigenous culture and traditions; exploring the language used to represent Indigenous groups, and to position readers to respond to these groups; evaluating the quality of texts, including how authors use personal experiences and evocative language to position readers to accept particular ideas, attitudes and/or actions	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
								Examining literature

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8.2 Reading comprehension

								
Unit 8.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: Angkor Wat: where religion and architecture become one Text category: Informative Text type: Report Form: Web page Purpose: To classify and/or describe something in general and specific ways Theme: Design Topic: Links between religion and architecture	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in a web page entry; recognising and explaining different viewpoints on aspects of the built environment; evaluating the quality of texts, including language choices designed to create a particular style and/or tone	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					
Unit 8.2.6								
Title: Why cyberbullying has such intense effects Text category: Informative Text type: Explanation Form: Information brochure for schools Purpose: To explain how or why something occurs Theme: Communication Topic: The dangers of digital media	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in an information brochure; evaluating the quality of texts, including the use of evidence and expert sources to add authority to texts	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732					
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733					
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					

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8.2 Reading comprehension

							
Unit 8.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The coal seam gas debate Text category: Persuasive Text type: Discussion Form: Forum – talk show (TV) (video clip) Purpose: To provide a forum for different viewpoints Theme: Science Topic: Alternative sources of energy	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a TV talk show segment, including the use of supporting evidence and examples; recognising and explaining different viewpoints represented in texts; evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and/or actions	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				
Unit 8.2.8							
Title: Save the Southern Corroboree Frog Text category: Persuasive Text type: Exposition Form: Petition Purpose: To persuade through the use of scientific data and/or evidence Theme: Environment Topic: Endangered species	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a petition, including the use of supporting evidence and examples; recognising and explaining a particular viewpoint on environmental conservation; exploring the language used to represent the Southern Corroboree Frog and to position readers to respond to this species; evaluating the quality of texts, including how they persuade readers to accept particular ideas, attitudes and/or action	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				

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8.2 Writing

							
Unit 8.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: To me: a citizen of the world Text category: Imaginative Text type: Poetry Form: Lyric verse (ode) Purpose: To reflect on abstract concepts, ideas and/or emotions Theme: Language Topic: Celebrating global awareness	Purpose, audience, text type/form: To reflect on the concept of global identity, in the form of an ode, for a young adult audience Text structure: Adaptation of the classical ode form, including a formal opening, a second development stage and a final variation involving a shift in length and rhythm; variations in sentence length and complexity; use of punctuation to highlight particular phrases and ideas Language features: Repetition of sounds, words and phrases; figurative language, including similes and metaphors; use of sound devices including alliteration and assonance; sets of descriptive and evocative words and phrases related to one individual or object; personal pronouns	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547	Examining literature	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630

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8.2 Writing

							
Unit 8.2.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: In with the old, out with the new Text category: Informative Text type: Description Form: Feature article Purpose: To describe the specific features of something or someone Theme: Commerce Topic: Small business alternatives to working for fast food chains	Purpose, audience, text type/form: To describe the activities and goals of one young small business operator; written in the form of a feature article, for a young adult audience Text structure: Text begins with a 'hook' statement to catch the interest of readers; introduction to the person to be described (Introduction to the Subject stage); more detailed descriptions of their activities and goals as a teenage small business operator, with an emphasis on presenting an alternative to part-time work in fast food chains (Characteristic features of the Subject stage) Language features: Specific and proper nouns related to the subject and his small-business operation; adjectives, adjectival phrases and adjectival clauses that build detail about the subject; a wide range of verb types, including relating, action and sensing verbs; examples of figurative language that create rich visual images related to the activities of the subject	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
				Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		

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8.2 Writing

							
Unit 8.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: From the Incas to 'fries with that?' Text category: Informative Text type: Recount Form: Historical recount Purpose: To recreate a sequence of events Theme: Food Topic: Staple vs fashionable food	Purpose, audience, text type/form: To reconstruct the sequence of events by which the ancient food staple of the Incas, the potato, came to be a central component in contemporary food culture; written in the form of a historical recount, for a general audience Text structure: Introduction to the potato and its status as a popular food with an unusual history (Orientation stage); series of events tracing the discovery and use of wild potatoes by hunter-gathers through to use of potatoes as a staple snack food in modern times (Series of Events stage) Language features: General, specific and proper nouns that refer to people, places and events; adjectives that describe nouns in more detail; action verbs written in simple present tense form; use of numbers and dates to indicate time sequence and quantities; adverbs and adverbial phrases that indicate where things happen	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
				Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		

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8.2 Writing

							
Unit 8.2.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Keeping the 'old ways' alive Text category: Persuasive Text type: Exposition Form: Patron's welcome Purpose: To persuade through the use of personal anecdotes Theme: Entertainment Topic: Indigenous culture	Purpose, audience, text type/form: To express a single viewpoint on the use of contemporary dance forms and contexts to preserve and celebrate traditional Indigenous culture; written in the form of a patron's message in a concert program, for a specific audience Text structure: Identification of the focus issue, with a clear statement about Yingathirri Dance Company's role in maintaining Indigenous culture (Contention stage); a series of arguments supporting this contention and drawing on specific evidence and examples of the work of the Company (Arguments stage); restatement of the writer's contention and summary of her arguments Language features: Evaluative language expressing the writer's judgements on the role of the Yingathirri Dance company, including modal verbs and modal adverbs; nouns, pronouns and adjectives that refer to and describe the writer's views on the Company and its work; nominalisations that present detailed and complex information in a compact manner; action, relating and sensing verbs that express direct actions, states, thoughts and feelings; adjectival and adverbial phrases that build detailed information	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543		
						Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766	
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

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8.2 Writing

							
Unit 8.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Angkor Wat: where religion and architecture become one Text category: Informative Text type: Report Form: Web page Purpose: To classify and/or describe something in general and specific ways Theme: Design Topic: Links between religion and architecture	Purpose, audience, text type/form: To classify and describe the Angkor Wat temple complex, with a focus on the religious significance of its architectural style and features; written in the form of a short entry on a website, for a general audience Text structure: Introduction to the focus of the text, including a classification of the Angkor Wat complex as a site of significant cultural, religious and architectural significance (General Classification stage); more detailed descriptions of aspects of the site, including its age and continued role as a religious site, links between its design elements and religious belief and the effect of the site on visitors (Description stage); information organised in separate paragraphs Language features: Technical language related to the topic, including general and specific nouns; evocative words and phrases that create a tone of 'wonder' and 'awe'; a variety of verb types, including relating, action and sensing verbs, written in past and/or present tense form; adverbs and adverbial phrases that indicate when, where, how and why things happened	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547	Examining literature	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630
		Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767					

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8.2 Writing

							
Unit 8.2.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Why cyberbullying has such intense effects Text category: Informative Text type: Explanation Form: Information brochure for schools Purpose: To explain how or why something occurs Theme: Communication Topic: The dangers of digital media	Purpose, audience, text type/form: To explain why cyberbullying appears to have a more intense impact on victims than face-to-face bullying; written in the form of an informative brochure, for a high-school student audience Text structure: Identification of cyberbullying and its effects as the focus of the text (Phenomenon Identification stage); more detailed and technical explanation of the reasons why cyberbullying has a more intense impact on victims than face-to-face bullying (Explanation Sequence stage) Language features: Technical language related to the effects of cyberbullying, including general, abstract and common nouns; adjectives and adjectival phrases that build detail related to these nouns; action and relating verbs written in their present tense form; adverbs and adverbial phrases of time, place, manner, reason and extent; conjunctions that express cause and effect relationships	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		
					Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

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8.2 Writing

							
Unit 8.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The coal seam gas debate Text category: Persuasive Text type: Discussion Form: Forum – talk show (TV) (video clip) Purpose: To provide a forum for different viewpoints Theme: Science Topic: Alternative sources of energy	Purpose, audience, text type/form: To examine different and/or opposing viewpoints on the use of coal seam gas as an alternative energy source; transcript of a segment of a TV talk show segment aimed at a general audience Text structure: Introduction to the focus issue by the TV show host (Issue Statement stage); comments/responses from invited guests, identifying coal seam gas as either a clean or dirty energy source (Arguments stage); summary or reiteration of main arguments by TV show host (Conclusion stage) Language features: General nouns related to the use of coal seam gas as an energy source; some technical and/or scientific language; adjectives and adjectival phrases to build detailed descriptions; a wide range of verb types, including relating and action verbs; adverbs and adverbial phrases to indicate where, when, how and why things happen; text connectives that link ideas in sequence	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
				Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543		

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8.2 Writing

							
Unit 8.2.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Save the Southern Corroboree Frog Text category: Persuasive Text type: Exposition Form: Petition Purpose: To persuade through the use of scientific data and/or evidence Theme: Environment Topic: Endangered species	Purpose, audience, text type/form: To express a single point of view on the need to protect the habitat of the Southern Corroboree Frog, with the intention of persuading others to lobby the government to take action on behalf of the species; written in the form of a letter, for a general audience Text structure: Identification of the focus issue, with a clear statement about the need to protect the habitat of the South Corroboree Frog (Contention stage); a series of arguments supporting this view, including evidence and examples related to the species and the destruction of its habitat (Arguments stage); restatement of overall viewpoint and presentation of a call to action Language features: Evaluative language expressing the writer's judgements on the need to protect the Southern Corroboree Frog, including modal verbs and modal adverbs; technical language that refers to and describes the species and its habitat in a specialised or scientific manner; relating, action and saying verbs that express direct actions and states of being or what people say	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543		
					Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		
					Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

Year 8 Content matrix and Australian Curriculum mapping

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8.2 Vocabulary/Spelling

							
Unit 8.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: To me: a citizen of the world Text category: Imaginative Text type: Poetry Form: Lyric verse (ode) Purpose: To reflect on abstract concepts, ideas and/or emotions Theme: Language Topic: Celebrating global awareness	Evocative language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
Unit 8.2.2 Title: In with the old, out with the new Text category: Informative Text type: Description Form: Feature article Purpose: To describe the specific features of something or someone Theme: Commerce Topic: Small business alternatives to working for fast food chains	Common and unusual spelling patterns			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

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8.2 Vocabulary/Spelling

							
Unit 8.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: From the Incas to 'fries with that?' Text category: Informative Text type: Recount Form: Historical recount Purpose: To recreate a sequence of events Theme: Food Topic: Staple vs fashionable food	Common spelling patterns			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		
Unit 8.2.4							
Title: Keeping the 'old ways' alive Text category: Persuasive Text type: Exposition Form: Patron's welcome Purpose: To persuade through the use of personal anecdotes Theme: Entertainment Topic: Indigenous culture	Spelling patterns and strategies			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

Year 8 Content matrix and Australian Curriculum mapping

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8.2 Vocabulary/Spelling

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Unit 8.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Angkor Wat: where religion and architecture become one Text category: Informative Text type: Report Form: Web page Purpose: To classify and/or describe something in general and specific ways Theme: Design Topic: Links between religion and architecture	Evocative language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
Unit 8.2.6							
Title: Why cyberbullying has such intense effects Text category: Informative Text type: Explanation Form: Information brochure for schools Purpose: To explain how or why something occurs Theme: Communication Topic: The dangers of digital media	Common letter patterns			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

Year 8 Content matrix and Australian Curriculum mapping

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8.2 Vocabulary/Spelling

							
Unit 8.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The coal seam gas debate Text category: Persuasive Text type: Discussion Form: Forum – talk show (TV) (video clip) Purpose: To provide a forum for different viewpoints Theme: Science Topic: Alternative sources of energy	Technical language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
Unit 8.2.8							
Title: Save the Southern Corroboree Frog Text category: Persuasive Text type: Exposition Form: Petition Purpose: To persuade through the use of scientific data and/or evidence Theme: Environment Topic: Endangered species	Evaluative language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		

Year 8 Content matrix and Australian Curriculum mapping

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8.2 Punctuation

							
Unit 8.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: To me: a citizen of the world Text category: Imaginative Text type: Poetry Form: Lyric verse (ode) Purpose: To reflect on abstract concepts, ideas and/or emotions Theme: Language Topic: Celebrating global awareness	Using commas to separate words, phrases and clauses in sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
					Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 8.2.2							
Title: In with the old, out with the new Text category: Informative Text type: Description Form: Feature article Purpose: To describe the specific features of something or someone Theme: Commerce Topic: Small business alternatives to working for fast food chains	Using quotation marks for direct speech and words or phrases that are being used in a specific sense			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

Year 8 Content matrix and Australian Curriculum mapping

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8.2 Punctuation

							
Unit 8.2.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: From the Incas to 'fries with that?' Text category: Informative Text type: Recount Form: Historical recount Purpose: To recreate a sequence of events Theme: Food Topic: Staple vs fashionable food	Using commas to separate words, phrases and clause in sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
					Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 8.2.4							
Title: Keeping the 'old ways' alive Text category: Persuasive Text type: Exposition Form: Patron's welcome Purpose: To persuade through the use of personal anecdotes Theme: Entertainment Topic: Indigenous culture	Using semicolons in compound sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

Year 8 Content matrix and Australian Curriculum mapping

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8.2 Punctuation

							
Unit 8.2.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Angkor Wat: where religion and architecture become one Text category: Informative Text type: Report Form: Web page Purpose: To classify and/or describe something in general and specific ways Theme: Design Topic: Links between religion and architecture	Using brackets in sentences to include additional information, specifically alternative names and/or definitions of key terms			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
Unit 8.2.6 Title: Why cyberbullying has such intense effects Text category: Informative Text type: Explanation Form: Information brochure for schools Purpose: To explain how or why something occurs Theme: Communication Topic: The dangers of digital media	Using commas to separate introductory words, phrases and clauses			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

Year 8 Content matrix and Australian Curriculum mapping

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8.2 Punctuation

							
Unit 8.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The coal seam gas debate Text category: Persuasive Text type: Discussion Form: Forum – talk show (TV) (video clip) Purpose: To provide a forum for different viewpoints Theme: Science Topic: Alternative sources of energy	Using apostrophes to indicate contraction			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
Unit 8.2.8							
Title: Save the Southern Corroboree Frog Text category: Persuasive Text type: Exposition Form: Petition Purpose: To persuade through the use of scientific data and/or evidence Theme: Environment Topic: Endangered species	Using brackets to include additional information in a sentence			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

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8.2 Grammar

							
Unit 8.2.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: To me: a citizen of the world Text category: Imaginative Text type: Poetry Form: Lyric verse (ode) Purpose: To reflect on abstract concepts, ideas and/or emotions Theme: Language Topic: Celebrating global awareness	Common, proper and abstract nouns; compound and complex sentences			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand 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		
					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 how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		

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8.2 Grammar

							
Unit 8.2.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: In with the old, out with the new Text category: Informative Text type: Description Form: Feature article Purpose: To describe the specific features of something or someone Theme: Commerce Topic: Small business alternatives to working for fast food chains	Degree adverbs; embedded adjectival clauses			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					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		
					Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity ACELA1495		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
Unit 8.2.3							
Title: From the Incas to 'fries with that?' Text category: Informative Text type: Recount Form: Historical recount Purpose: To recreate a sequence of events Theme: Food Topic: Staple vs fashionable food	Verb groups and phrasal verbs; 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 that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ACELA1493		

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8.2 Grammar

							
Unit 8.2.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Keeping the 'old ways' alive Text category: Persuasive Text type: Exposition Form: Patron's welcome Purpose: To persuade through the use of personal anecdotes Theme: Entertainment Topic: Indigenous culture	Nominalisation; sentences with grammatical Themes (adverbs and adverbial phrases)			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
						Understand the effect of nominalisation in the writing of informative and persuasive texts ACELA1546	
						Text structure and organisation	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ACELA1505
Unit 8.2.5							
Title: Angkor Wat: where religion and architecture become one Text category: Informative Text type: Report Form: Web page Purpose: To classify and/or describe something in general and specific ways Theme: Design Topic: Links between religion and architecture	Nominalisations; embedded adjectival clauses			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
						Understand the effect of nominalisation in the writing of informative and persuasive texts ACELA1546	

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8.2 Grammar

							
Unit 8.2.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Why cyberbullying has such intense effects Text category: Informative Text type: Explanation Form: Information brochure for schools Purpose: To explain how or why something occurs Theme: Communication Topic: The dangers of digital media	Degree adverbs; sentences with grammatical Themes (dependent clauses)			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
					Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity ACELA1495		
						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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8.2 Grammar

							
Unit 8.2.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The coal seam gas debate Text category: Persuasive Text type: Discussion Form: Forum – talk show (TV) (video clip) Purpose: To provide a forum for different viewpoints Theme: Science Topic: Alternative sources of energy	Nominalisations; quoted and reported clauses			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand the effect of nominalisation in the writing of informative and persuasive texts ACELA1546		
					Investigate how quoted (direct) and reported (indirect) speech work in different types of text ACELA1494		
Unit 8.2.8							
Title: Save the Southern Corroboree Frog Text category: Persuasive Text type: Exposition Form: Petition Purpose: To persuade through the use of scientific data and/or evidence Theme: Environment Topic: Endangered species	Coordinating conjunctions; 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		
					Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		

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