# Year 7 Content matrix and Australian Curriculum mapping

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- 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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## 7.0 Reading comprehension

Australian CURRICULUM

| Unit 7.0.1 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Did you hear that?<br><br>**Text category:** Imaginative<br><br>**Text type:** Recount<br>**Form:** Facebook posts<br>**Purpose:** To recreate a sequence of events<br>**Theme:** People<br>**Topic:** Phantom vibration syndrome | Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts | **Interpreting, analysing, evaluating** | Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts **ACELY1692** | | | | |
| | | | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

**Australian CURRICULUM**

| Unit 7.0.2 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** The best advice<br><br>**Text category:** Imaginative<br><br>**Text type:** Narrative<br>**Form:** Short story<br>**Purpose:** To entertain and inform<br>**Theme:** People<br><br>**Topic:** Identity and 'fitting in' | Comprehension strategies to build literal and inferred meaning; structures and language features of imaginative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers | **Interpreting, analysing, evaluating** | Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts **ACELY1692** | | | | |
| | | | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

| Unit 7.0.3 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** **Manga with Matt: the female face**<br><br>**Text category:** Informative<br><br>**Text type:** Procedure<br><br>**Form:** Video clip and transcript<br><br>**Purpose:** To instruct on how to do something<br><br>**Theme:** Design<br><br>**Topic:** How to draw a face in the manga style | Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how writers vary the structure of texts to suit particular topics and purposes | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **ACELY1703** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

**AC | Australian CURRICULUM**

| Unit 7.0.4 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title: Pancakes with cinnamon butter** <br><br> **Text category:** Informative <br><br> **Text type:** Procedure <br><br> **Form:** Recipe <br><br> **Purpose:** To instruct on how to do something <br><br> **Theme:** Food <br><br> **Topic:** How to make pancakes with cinnamon butter | Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas | **Interpreting, analysing, evaluating** | Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts **ACELY1692** | | | | |
| | | | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

**AC | Australian CURRICULUM**

| Unit 7.0.5 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Sniffer dog school <br><br> **Text category:** Informative <br><br> **Text type:** Report <br><br> **Form:** Article in a science magazine <br><br> **Purpose:** To classify and/or describe something in general and specific ways <br><br> **Theme:** Community <br><br> **Topic:** Training sniffer dogs | Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

**Australian CURRICULUM**

| Unit 7.0.6 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Bright star<br><br>**Text category:** Informative<br><br>**Text type:** Description<br>**Form:** Character profile<br>**Purpose:** To describe the specific features of something or someone<br>**Theme:** Sport<br>**Topic:** Olympic snowboarder Torah Bright | Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts | **Interpreting, analysing, evaluating** | Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts **ACELY1692** | | | | |
| | | | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

Australian CURRICULUM

| Unit 7.0.7 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** My friend is an online troll, what do I do?<br><br>**Text category:** Persuasive<br><br>**Text type:** Discussion<br><br>**Form:** Online agony aunt column<br><br>**Purpose:** To provide a forum for different viewpoints<br><br>**Theme:** Communication<br><br>**Topic:** How to deal with a friend who is an online troll | Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **ACELY1703** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

**AC | Australian CURRICULUM**

| Unit 7.0.8 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Animals aren't entertainers!<br><br>**Text category:** Persuasive<br><br>**Text type:** Discussion<br><br>**Form:** Facebook thread<br><br>**Purpose:** To provide a forum for different viewpoints<br><br>**Theme:** Ethics<br><br>**Topic:** Animals as entertainment | Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **ACELY1703** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

| | | AC Australian CURRICULUM | | | | | |
|---|---|---|---|---|---|---|---|
| **Unit 7.0.9** | **Content** | **Strand: Literacy Sub-strand** | **Content descriptions** | **Strand: Language Sub-strand** | **Content descriptions** | **Strand: Literature Sub-strand** | **Content descriptions** |
| **Title:** See Australia: Choose to cruise<br><br>**Text category:** Persuasive<br><br>**Text type:** Exposition<br><br>**Form:** Advertorial in a travel magazine<br><br>**Purpose:** To persuade, through the use of detailed evidence<br><br>**Theme:** Travel<br><br>**Topic:** Cruise holidays | Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies writers use to influence readers to accept a particular point of view | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **ACELY1703** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |
| | | | Analyse strategies authors use to influence readers **ACELY1801** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Reading comprehension

| | | AC | Australian CURRICULUM | | | | |
|---|---|---|---|---|---|---|---|
| **Unit 7.0.10** | **Content** | **Strand: Literacy Sub-strand** | **Content descriptions** | **Strand: Language Sub-strand** | **Content descriptions** | **Strand: Literature Sub-strand** | **Content descriptions** |
| **Title:** *The Bridge* by Jane Higgins<br><br>**Text category:** Persuasive<br><br>**Text type:** Text Response<br><br>**Form:** Book review<br><br>**Purpose:** To respond to a written text, at an evaluative level<br><br>**Theme:** Entertainment<br><br>**Topic:** Review of a young adult book | Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies writers use to influence readers to accept a particular point of view | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | | | | |
| | | | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702** | | | | |
| | | | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **ACELY1703** | | | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712** | | | | |
| | | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713** | | | | |
| | | | Analyse strategies authors use to influence readers **ACELY1801** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

Australian CURRICULUM

| Unit 7.0.1 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Did you hear that?<br><br>**Text category:** Imaginative<br><br>**Text type:** Recount<br><br>**Form:** Facebook posts<br><br>**Purpose:** To recreate a sequence of events<br><br>**Theme:** People<br><br>**Topic:** Phantom vibration syndrome | **Purpose, text type/form, audience:** To recreate a sequence of events, in the form of Facebook posts, for a teenage audience<br><br>**Text structure:** Introduction to the topic in initial post (Orientation stage); chronological listing of events that took place, including student behaviour and personal reactions (Series of Events stage)<br><br>**Language features:** Common and proper nouns to identify people, places and things; action verbs to express physical actions; relating verbs to link information in the text; past tense to demonstrate events have already taken place | Interpreting, analysing, evaluating | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**<br><br>Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

| Unit 7.0.2 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** The best advice<br><br>**Text category:** Imaginative<br><br>**Text type:** Narrative<br><br>**Form:** Short story<br><br>**Purpose:** To entertain and inform<br><br>**Theme:** People<br><br>**Topic:** Identity and 'fitting in' | **Purpose, text type/form, audience:** To entertain and inform the reader, in the form of a short story, for a teenage/young adult audience<br><br>**Text structure:** The setting is outlined and the sequence of events about to unfold is foregrounded (Orientation stage); the narrator has to stick to their resolution (Complication stage); the narrator successfully sticks to their resolution and is happy/better off for having done so (Resolution stage)<br><br>**Language features:** Common and proper nouns; adjectives to represent and describe aspects of characters, setting and plot; a variety of verb types, including action and sensing verbs | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**<br><br>Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

**Australian CURRICULUM**

| Unit 7.0.3 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:**<br>**Manga with Matt: the female face**<br><br>**Text category:**<br>Informative<br><br>**Text type:** Procedure<br><br>**Form:** Video clip and transcript<br><br>**Purpose:** To instruct on how to do something<br><br>**Theme:** Design<br><br>**Topic:** How to draw a face in the manga style | **Purpose, text type/form, audience:** To instruct viewers on how to draw an item, in the form of a YouTube clip and transcript, for an interested audience<br><br>**Text structure:** The task to be completed is identified (Goal stage); the steps necessary to successfully complete the task are outlined (Steps stage)<br><br>**Language features:** Commands written as comments; technical language and everyday language; adverbs to provide extra detail | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**<br><br>Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | **Text structure and organisation**<br><br>**Expressing and developing ideas** | Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**<br><br>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts **ACELA1512** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

| Unit 7.0.4 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** **Pancakes with cinnamon butter** **Text category:** Informative **Text type:** Procedure **Form:** Recipe **Purpose:** To instruct on how to do something **Theme:** Food **Topic:** How to make pancakes with cinnamon butter | **Purpose, audience, text type/form:** To instruct readers on how to cook pancakes, in the form of a recipe, for interested readers/people who enjoy cooking **Text structure:** Statement of intention of the text (Goal stage); sequence of steps that readers should follow to cook pancakes (Steps stage) **Language features:** Sentences written as commands, through the use of action verbs; technical language to precisely explain/demonstrate what readers need to do; temporal text connectives | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | **Text structure and organisation** **Expressing and developing ideas** | Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts **ACELA1512** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

| Unit 7.0.5 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Sniffer dog school **Text category:** Informative **Text type:** Report **Form:** Article in a science magazine **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Community **Topic:** Training sniffer dogs | **Purpose, text type/form, audience:** To present factual information about a visit to a sniffer dog training facility, in the form of a magazine article, for a general audience **Text structure:** Opening statement including a general classification of what sniffer dogs are (General Classification stage); text organised into sections or paragraphs giving 'everyday' but accurate descriptions about sniffer dogs and their training (Description stage) **Language features:** Range of nouns including common and proper nouns; a range of verbs including action and relating verbs; technical language and everyday language | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | **Text structure and organisation** | Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504** | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | **Expressing and developing ideas** | Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) **ACELA1452** | | |
| | | | Analyse strategies authors use to influence readers **ACELY1801** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

**Australian CURRICULUM**

| Unit 7.0.6 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Bright star<br><br>**Text category:** Informative<br><br>**Text type:** Description<br><br>**Form:** Character profile<br><br>**Purpose:** To describe the specific features of something or someone<br><br>**Theme:** Sport<br><br>**Topic:** Olympic snowboarder Torah Bright | **Purpose, text type/form, audience:** To describe the sporting achievements of Torah Bright, in the form of a character profile, for a general audience interested in sporting personalities<br><br>**Text structure:** Introduction to the subject of the text, Torah Bright (Introduction to the Subject stage); a series of descriptions of Torah's achievements and sporting skills (Characteristic Features of the Subject stage)<br><br>**Language features:** Specific nouns to refer to particular people, places or things; adjectives and adjectival phrases to add description and detail; action verbs to show physical action and relating verbs to link information | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**<br><br>Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

**Australian CURRICULUM**

| Unit 7.0.7 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** My friend is an online troll, what do I do?<br><br>**Text category:** Persuasive<br><br>**Text type:** Discussion<br><br>**Form:** Online agony aunt column<br><br>**Purpose:** To provide a forum for different viewpoints<br><br>**Theme:** Communication<br><br>**Topic:** How to deal with a friend who is an online troll | **Purpose, text type/form, audience:** To examine an ethical dilemma, in the form of a column in an online forum, for a teenage/young adult audience<br><br>**Text structure:** Introduction and/or brief outline of the issue/topic by the columnist (Issue Statement stage); series of comments and expressions of supporting and opposing opinion from readers (Arguments stage); no evident Conclusion stage<br><br>**Language features:** General nouns; a range of verbs, including relating verbs and action verbs; adverbs to show how, where and why things occur | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | **Text structure and organisation** | Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504** | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Analyse strategies authors use to influence readers **ACELY1801** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
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## 7.0 Writing

Australian CURRICULUM

| Unit 7.0.8 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Animals aren't entertainers!<br><br>**Text category:** Persuasive<br><br>**Text type:** Discussion<br><br>**Form:** Facebook thread<br><br>**Purpose:** To provide a forum for different viewpoints<br><br>**Theme:** Ethics<br><br>**Topic:** Animals as entertainment | **Purpose, text type/form, audience:** To examine the pros and cons of using animals for human amusement/entertainment, in the form of a Facebook thread, for people interested in animal welfare<br><br>**Text structure:** Introduction and brief outline of the issue/topic in the initial post (Issue Statement stage); series of comments and expressions of supporting and opposing opinion from readers (Arguments stage); final comment by the initial poster, acknowledging the responses given (Conclusion stage)<br><br>**Language features:** General nouns; a range of verbs, including relating verbs and action verbs; adverbs to show how, where and why things occur | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | **Text structure and organisation** | Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504** | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Analyse strategies authors use to influence readers **ACELY1801** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Writing

| | | Australian CURRICULUM | | | | | |
|---|---|---|---|---|---|---|---|
| **Unit 7.0.9** | **Content** | **Strand: Literacy Sub-strand** | **Content descriptions** | **Strand: Language Sub-strand** | **Content descriptions** | **Strand: Literature Sub-strand** | **Content descriptions** |
| **Title:** See Australia: Choose to cruise  **Text category:** Persuasive  **Text type:** Exposition  **Form:** Advertorial in a travel magazine  **Purpose:** To persuade, through the use of detailed evidence  **Theme:** Travel  **Topic:** Cruise holidays | **Purpose, text type/form, audience:** To express one viewpoint persuading readers of the benefits of taking a cruise with a particular company, in the form of an advertorial, for an audience interested in family vacations  **Text structure:** 'Hook' to gain reader attention; clear progression through Contention, Arguments, Conclusion stages; elaborations and evidence provided in support of the contention  **Language features:** Nouns related to the topic; adjectives to add detail to nouns; evaluative language to express personal opinion or judgement; a range of verbs, including action verbs and relating verbs | Interpreting, analysing, evaluating | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** | **Text structure and organisation** | Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504** | | |
| | | | Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | | | | |
| | | | Analyse strategies authors use to influence readers **ACELY1801** | | | | |

# Year 7 Content matrix and Australian Curriculum mapping

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
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## 7.0 Writing

| Unit 7.0.10 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** *The Bridge* by Jane Higgins<br><br>**Text category:** Persuasive<br><br>**Text type:** Text Response<br><br>**Form:** Book review<br><br>**Purpose:** To respond to a written text, at an evaluative level<br><br>**Theme:** Entertainment<br><br>**Topic:** Review of a young adult book | **Purpose, text type/form, audience:** To provide a personal response to a book for teenagers, in the form of a review, for a general audience<br><br>**Text structure:** Introduction to the focus of the text and the reviewer's overall response to the book (Context stage); description/synopsis of the book (Description stage); judgements related to the reviewer's overall response to the book (Judgement stage)<br><br>**Language features:** Common nouns and proper nouns; adjectives to describe elements of the text; action verbs and relating verbs | **Interpreting, analysing, evaluating** | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**<br><br>Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711** | **Expressing and developing ideas** | Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525** | **Examining literature** | Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses **ACELT1610**<br><br>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes **ACELT1611**<br><br>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style **ACELT1616**<br><br>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse **ACELT1617** |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Vocabulary/Spelling

Australian CURRICULUM

| Unit 7.0.1 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Did you hear that?<br><br>**Text category:** Imaginative<br><br>**Text type:** Recount<br><br>**Form:** Facebook posts<br><br>**Purpose:** To recreate a sequence of events<br><br>**Theme:** People<br><br>**Topic:** Phantom vibration syndrome | Syllabification | | | **Phonics and word knowledge** | Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words **ACELA1471** | | |
| **Unit 7.0.2** | | | | | | | |
| **Title:** The best advice<br><br>**Text category:** Imaginative<br><br>**Text type:** Narrative<br><br>**Form:** Short story<br><br>**Purpose:** To entertain and inform<br><br>**Theme:** People<br><br>**Topic:** Identity and 'fitting in' | Suffixes | | | **Phonics and word knowledge** | Understand how to use letter-sound relationships and less common letter patterns to spell words **ACELA1485** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Vocabulary/Spelling

Australian CURRICULUM

| Unit 7.0.3 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** **Manga with Matt: the female face** **Text category:** Informative **Text type:** Procedure **Form:** Video clip and transcript **Purpose:** To instruct on how to do something **Theme:** Design **Topic:** How to draw a face in the manga style | Technical language | | | **Expressing and developing ideas** | Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484** | | |
| **Unit 7.0.4** | | | | | | | |
| **Title:** **Pancakes with cinnamon butter** **Text category:** Informative **Text type:** Procedure **Form:** Recipe **Purpose:** To instruct on how to do something **Theme:** Food **Topic:** How to make pancakes with cinnamon butter | Technical language | | | **Expressing and developing ideas** | Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Vocabulary/Spelling

**Australian CURRICULUM**

| Unit 7.0.5 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** **Sniffer dog school** <br><br> **Text category:** Informative <br><br> **Text type:** Report <br><br> **Form:** Article in a science magazine <br><br> **Purpose:** To classify and/ or describe something in general and specific ways <br><br> **Theme:** Community <br><br> **Topic:** Training sniffer dogs | Suffixes | | | **Phonics and word knowledge** | Understand how to use letter-sound relationships and less common letter patterns to spell words **ACELA1485** | | |
| **Unit 7.0.6** | | | | | | | |
| **Title:** **Bright star** <br><br> **Text category:** Informative <br><br> **Text type:** Description <br><br> **Form:** Character profile <br><br> **Purpose:** To describe the specific features of something or someone <br><br> **Theme:** Sport <br><br> **Topic:** Olympic snowboarder Torah Bright | Objective language | | | **Language for interaction** | Understand the uses of objective and subjective language and bias **ACELA1517** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Vocabulary/Spelling

**AC | Australian CURRICULUM**

| Unit 7.0.7 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** My friend is an online troll, what do I do?<br><br>**Text category:** Persuasive<br><br>**Text type:** Discussion<br><br>**Form:** Online agony aunt column<br><br>**Purpose:** To provide a forum for different viewpoints<br><br>**Theme:** Communication<br><br>**Topic:** How to deal with a friend who is an online troll | Compound words | | | **Phonics and word knowledge** | Understand how to use letter-sound relationships and less common letter patterns to spell words **ACELA1485** | | |
| **Unit 7.0.8** | | | | | | | |
| **Title:** Animals aren't entertainers!<br><br>**Text category:** Persuasive<br><br>**Text type:** Discussion<br><br>**Form:** Facebook thread<br><br>**Purpose:** To provide a forum for different viewpoints<br><br>**Theme:** Ethics<br><br>**Topic:** Animals as entertainment | Syllabification | | | **Phonics and word knowledge** | Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words **ACELA1471** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Vocabulary/Spelling

**AC | Australian CURRICULUM**

| Unit 7.0.9 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** See Australia: Choose to cruise **Text category:** Persuasive **Text type:** Exposition **Form:** Advertorial in a travel magazine **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Cruise holidays | Evaluative language | | | **Language for interaction** | Examine how evaluative language can be varied to be more or less forceful **ACELA1477** | | |
| **Unit 7.0.10** | | | | | | | |
| **Title:** *The Bridge* by Jane Higgins **Text category:** Persuasive **Text type:** Text Response **Form:** Book review **Purpose:** To respond to a written text, at an evaluative level **Theme:** Entertainment **Topic:** Review of a young adult book | Evaluative language | | | **Language for interaction** | Examine how evaluative language can be varied to be more or less forceful **ACELA1477** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Punctuation

| Unit 7.0.1 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Did you hear that? **Text category:** Imaginative **Text type:** Recount **Form:** Facebook posts **Purpose:** To recreate a sequence of events **Theme:** People **Topic:** Phantom vibration syndrome | Contractions | | | **Text structure and organisation** | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters **ACELA1480** | | |
| **Unit 7.0.2** | | | | | | | |
| **Title:** The best advice **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To entertain and inform **Theme:** People **Topic:** Identity and 'fitting in' | Quoted (direct) speech | | | **Text structure and organisation** | Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech **ACELA1492** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Punctuation

Australian CURRICULUM

| Unit 7.0.3 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title: Manga with Matt: the female face**<br><br>**Text category:** Informative<br><br>**Text type:** Procedure<br><br>**Form:** Video clip and transcript<br><br>**Purpose:** To instruct on how to do something<br><br>**Theme:** Design<br><br>**Topic:** How to draw a face in the manga style | Contractions | | | **Text structure and organisation** | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters **ACELA1480** | | |
| **Unit 7.0.4** | | | | | | | |
| **Title: Pancakes with cinnamon butter**<br><br>**Text category:** Informative<br><br>**Text type:** Procedure<br><br>**Form:** Recipe<br><br>**Purpose:** To instruct on how to do something<br><br>**Theme:** Food<br><br>**Topic:** How to make pancakes with cinnamon butter | Using commas to separate clauses in complex sentences | | | **Text structure and organisation** | Understand the uses of commas to separate clauses **ACELA1521** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Punctuation

| Unit 7.0.5 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Sniffer dog school<br><br>**Text category:** Informative<br><br>**Text type:** Report<br><br>**Form:** Article in a science magazine<br><br>**Purpose:** To classify and/or describe something in general and specific ways<br><br>**Theme:** Community<br><br>**Topic:** Training sniffer dogs | Quoted (direct) speech | | | Text structure and organisation | Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech **ACELA1492** | | |
| **Unit 7.0.6** | | | | | | | |
| **Title:** Bright star<br><br>**Text category:** Informative<br><br>**Text type:** Description<br><br>**Form:** Character profile<br><br>**Purpose:** To describe the specific features of something or someone<br><br>**Theme:** Sport<br><br>**Topic:** Olympic snowboarder Torah Bright | Using commas to separate items in lists | | | Text structure and organisation | Recognise that capital letters signal proper nouns and commas are used to separate items in lists **ACELA1465** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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- 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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## 7.0 Punctuation

**AC | Australian CURRICULUM**

| Unit 7.0.7 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** My friend is an online troll, what do I do? <br><br> **Text category:** Persuasive <br><br> **Text type:** Discussion <br><br> **Form:** Online agony aunt column <br><br> **Purpose:** To provide a forum for different viewpoints <br><br> **Theme:** Communication <br><br> **Topic:** How to deal with a friend who is an online troll | Contractions | | | **Text structure and organisation** | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters **ACELA1480** | | |
| **Unit 7.0.8** | | | | | | | |
| **Title:** Animals aren't entertainers! <br><br> **Text category:** Persuasive <br><br> **Text type:** Discussion <br><br> **Form:** Facebook thread <br><br> **Purpose:** To provide a forum for different viewpoints <br><br> **Theme:** Ethics <br><br> **Topic:** Animals as entertainment | Using commas to separate clauses in complex sentences | | | **Text structure and organisation** | Understand the uses of commas to separate clauses **ACELA1521** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Punctuation

| Unit 7.0.9 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:**<br>**See Australia: Choose to cruise**<br><br>**Text category:** Persuasive<br><br>**Text type:** Exposition<br><br>**Form:** Advertorial in a travel magazine<br><br>**Purpose:** To persuade, through the use of detailed evidence<br><br>**Theme:** Travel<br><br>**Topic:** Cruise holidays | Using commas to separate items in lists | | | **Text structure and organisation** | Recognise that capital letters signal proper nouns and commas are used to separate items in lists **ACELA1465** | | |
| **Unit 7.0.10** | | | | | | | |
| **Title:**<br>*The Bridge* by Jane Higgins<br><br>**Text category:** Persuasive<br><br>**Text type:** Text Response<br><br>**Form:** Book review<br><br>**Purpose:** To respond to a written text, at an evaluative level<br><br>**Theme:** Entertainment<br><br>**Topic:** Review of a young adult book | Possessive apostrophes | | | **Text structure and organisation** | Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns **ACELA1506** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Grammar

**Australian CURRICULUM**

| Unit 7.0.1 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** Did you hear that?<br><br>**Text category:** Imaginative<br><br>**Text type:** Recount<br><br>**Form:** Facebook posts<br><br>**Purpose:** To recreate a sequence of events<br><br>**Theme:** People<br><br>**Topic:** Phantom vibration syndrome | Common and proper nouns; clause structure | | | **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** | | |
| **Unit 7.0.2** | | | | | | | |
| **Title:** The best advice<br><br>**Text category:** Imaginative<br><br>**Text type:** Narrative<br><br>**Form:** Short story<br><br>**Purpose:** To entertain and inform<br><br>**Theme:** People<br><br>**Topic:** Identity and 'fitting in' | Action verbs; complex sentences | | | **Expressing and developing ideas** | Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482** | | |
| | | | | | Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Grammar

Australian CURRICULUM

| Unit 7.0.3 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** **Manga with Matt: the female face** <br><br> **Text category:** Informative <br><br> **Text type:** Procedure <br><br> **Form:** Video clip and transcript <br><br> **Purpose:** To instruct on how to do something <br><br> **Theme:** Design <br><br> **Topic:** How to draw a face in the manga style | Adjectives; independent clauses | | | **Expressing and developing ideas** | Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives **ACELA1468** | | |
| | | | | | 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** | | |
| **Unit 7.0.4** | | | | | | | |
| **Title:** **Pancakes with cinnamon butter** <br><br> **Text category:** Informative <br><br> **Text type:** Procedure <br><br> **Form:** Recipe <br><br> **Purpose:** To instruct on how to do something <br><br> **Theme:** Food <br><br> **Topic:** How to make pancakes with cinnamon butter | Action verbs; noun groups | | | **Expressing and developing ideas** | Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482** | | |
| | | | | | Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases **ACELA1493** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Grammar

| | | Australian CURRICULUM | | | | | |
|---|---|---|---|---|---|---|---|
| **Unit 7.0.5** | **Content** | **Strand: Literacy Sub-strand** | **Content descriptions** | **Strand: Language Sub-strand** | **Content descriptions** | **Strand: Literature Sub-strand** | **Content descriptions** |
| **Title: Sniffer dog school** **Text category:** Informative **Text type:** Report **Form:** Article in a science magazine **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Community **Topic:** Training sniffer dogs | Common and proper nouns; 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 simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction **ACELA1467** | | |
| **Unit 7.0.6** | | | | | | | |
| **Title: Bright star** **Text category:** Informative **Text type:** Description **Form:** Character profile **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** Olympic snowboarder Torah Bright | Modal verbs; verb groups | | | **Expressing and developing ideas** | Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484** | | |
| | | | | | Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases **ACELA1493** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Grammar

**Australian CURRICULUM**

| Unit 7.0.7 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** My friend is an online troll, what do I do? <br><br> **Text category:** Persuasive <br><br> **Text type:** Discussion <br><br> **Form:** Online agony aunt column <br><br> **Purpose:** To provide a forum for different viewpoints <br><br> **Theme:** Communication <br><br> **Topic:** How to deal with a friend who is an online troll | Common and proper nouns; 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 simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction **ACELA1467** | | |
| **Unit 7.0.8** | | | | | | | |
| **Title:** Animals aren't entertainers! <br><br> **Text category:** Persuasive <br><br> **Text type:** Discussion <br><br> **Form:** Facebook thread <br><br> **Purpose:** To provide a forum for different viewpoints <br><br> **Theme:** Ethics <br><br> **Topic:** Animals as entertainment | Relating verbs; verb groups | | | **Expressing and developing ideas** | Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482** | | |
| | | | | | Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases **ACELA1493** | | |

# Year 7 Content matrix and Australian Curriculum mapping

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## 7.0 Grammar

**Australian CURRICULUM**

| Unit 7.0.9 | Content | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions |
|---|---|---|---|---|---|---|---|
| **Title:** See Australia: Choose to cruise **Text category:** Persuasive **Text type:** Exposition **Form:** Advertorial in a travel magazine **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Cruise holidays | Adjectives; noun groups | | | **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 the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases **ACELA1493** | | |
| **Unit 7.0.10** | | | | | | | |
| **Title:** *The Bridge* by Jane Higgins **Text category:** Persuasive **Text type:** Text Response **Form:** Book review **Purpose:** To respond to a written text, at an evaluative level **Theme:** Entertainment **Topic:** Review of a young adult book | Relating verbs; simple sentences | | | **Expressing and developing ideas** | Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482** | | |
| | | | | | 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** | | |