Year 8 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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8.0 Reading comprehension

Australian CURRICULUM

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	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 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

AC | Australian CURRICULUM

Unit 8.0.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	Words and language patterns particular to jingles; structures and language features of imaginative and informative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating how text structures and language features work together to meet the purpose of a text	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**			**Examining literature**	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse **ACELT1617**
			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 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

Australian CURRICULUM

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	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 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

AC | Australian CURRICULUM

Unit 8.0.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	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 8 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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8.0 Reading comprehension

		AC	Australian CURRICULUM					
Unit 8.0.5	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: *Writer's world:* Ziggy Marks **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how text structures and language features work together to achieve the purpose of a text	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**			**Examining literature**	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses **ACELT1610**
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			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 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

AC | Australian CURRICULUM

Unit 8.0.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: South Africa – land of adventure **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	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 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

AC | Australian CURRICULUM

Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	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**				
			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 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

		AC | Australian CURRICULUM					
Unit 8.0.8	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Three tips to avoid diabetes **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			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**				
			Analyse strategies authors use to influence readers **ACELY1801**				

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

AC | Australian CURRICULUM

Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	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 8 Content matrix and Australian Curriculum mapping

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8.0 Reading comprehension

Unit 8.0.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Perfect holiday home with class** **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			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**				
			Analyse strategies authors use to influence readers **ACELY1801**				

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

AC Australian CURRICULUM							
Unit 8.0.1	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	**Purpose, text type/form, audience:** To entertain readers with a short story about taste testing, for a general audience **Text structure:** Introduction to the main character (Orientation stage); description of the main character's 'skill', main character presented with a challenge to judge a particular recipe (Complication stage); question posed to the readers (no definite Resolution stage) **Language features:** Specific nouns and pronouns referring to setting and characters; adjectives that build detailed descriptions; action verbs; past-tense form; dialogue	**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**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Unit 8.0.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	**Purpose, text type/form, audience:** To advertise a new drink, in the form of a jingle, for a general audience **Text structure:** Chorus to introduce the topic, two verse stages broken up with additional chorus stages **Language features:** Sound patterns including rhyming words; adjectives to add description to a text; slang and informal language to appeal to particular audiences	**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**			**Examining literature**	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes **ACELT1611**

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	**Purpose, text type/form, audience:** To describe V8 racing and extreme driving skills, in the form of a blog post, for a general audience interested in racing **Text structure:** General information about V8 racing – where it originated, what it is (Introduction to the Subject stage); further information about V8 racing – what's involved, what drivers need to be able to do (Characteristic Features of the Subject stage) **Language features:** Specific nouns; adjectives to add detail; 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** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Unit 8.0.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	**Purpose, audience, text type/form:** To describe netsuke and the best ways to begin a collection, in the form of a blog entry, for an audience interested in collecting netsuke **Text structure:** General information about netsuke (Introduction to the Subject stage); further information provided (Characteristic Features of the Subject stage) **Language features:** Specific nouns; adjectives to add detail and description to the nouns; 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** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Australian CURRICULUM

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* Ziggy Marks **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	**Purpose, text type/form, audience:** To explain how to get started as an author/writer, in the form of a radio interview transcript, for an audience of aspiring writers **Text structure:** Opening introducing the topic of becoming a published writer (Phenomenon Identification stage); remainder of the text expaining how to achieve this (Explanation Sequence stage) **Language features:** Technical language related to the process of becoming an author, including general and specific nouns and descriptive adjectives; a variety of verb types, including action and relating verbs; temporal text connectives to link events in time	**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**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 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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8.0 Writing

Unit 8.0.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: South Africa – land of adventure **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	**Purpose, text type/form, audience:** To classify and describe South Africa with a focus on the reasons to choose to go there on holiday, in the form of a magazine article, for an audience interested in travelling **Text structure:** Title; headings to group information into sections; opening statement including general classification; text organised into paragraphs with clear topic sentences **Language features:** Common and proper nouns; relating verbs; technical language to describe aspects of the topic clearly; 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** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Australian CURRICULUM

Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	**Purpose, text type/form, audience:** To present a range of viewpoints on the topic of 'selfies', in the form of a radio interview transcript, for a teenage/ young adult audience **Text structure:** Introduction to the topic from host; text contains a range of viewpoints expressed by the guest speaker and the host **Language features:** Nouns to suit the issue or topic; a range of verbs including action verbs and relating verbs; adverbs to provide information about how, when, where and why things happen	**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**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Unit 8.0.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Three tips to avoid diabetes **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	**Purpose, text type/form, audience:** To present one viewpoint on the topic of type 2 diabetes with a focus on persuading people to adopt healthier lifestyles to avoid developing the illness, in the form of a speech, for an audience interested in health **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:** Common nouns; adjectives to add detail to nouns; a range of verbs including action and relating verbs; evaluative language to express the writer's opinions	**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** Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	**Purpose, text type/form, audience:** To respond to a new government policy, outlining the negative impact of urban sprawl on communities and the environment, in the form of a formal response, for a government audience **Text structure:** Opening statement includes a general classification of what urban sprawl is; organised into headings and paragraphs giving 'everyday' but accurate descriptions of the effect of urban sprawl on communities and the environment **Language features:** Common and proper nouns; relating verbs to connect ideas; technical language for topic-specific vocabulary and everyday language for accessibility	**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**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Writing

Unit 8.0.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Perfect holiday home with class** **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	**Purpose, text type/form, audience:** To present one viewpoint about a rental beach house, with a focus on persuading people to believe renting the house is a great idea, in the form of an online property review, for an audience interested in renting a beach house **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:** Common nouns; adjectives; evaluative language to express positive opinions	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**	**Expressing and developing ideas**	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Vocabulary/Spelling

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	Compound words			**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 8.0.2							
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	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 8 Content matrix and Australian Curriculum mapping

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8.0 Vocabulary/Spelling

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	Technical language			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Unit 8.0.4							
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	Descriptive language			**Expressing and developing ideas**	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts **ACELA1512**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* **Ziggy Marks** **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	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 8.0.6							
Title: **South Africa – land of adventure** **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	Homophones			**Phonics and word knowledge**	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling **ACELA1780**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Vocabulary/Spelling

AC | Australian CURRICULUM

Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	Evaluative language			**Expressing and developing ideas**	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		
Unit 8.0.8							
Title: Three tips to avoid diabetes **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	Homophones			**Phonics and word knowledge**	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling **ACELA1780**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	Technical language			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Unit 8.0.10							
Title: Perfect holiday home with class **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	Evaluative language			**Expressing and developing ideas**	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Punctuation

Australian CURRICULUM

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	Direct speech			**Text structure and organisation**	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech **ACELA1492**		
Unit 8.0.2							
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	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**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Punctuation

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	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 8.0.4							
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	Using commas to separate clauses in complex sentences			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Punctuation

Australian CURRICULUM

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* **Ziggy Marks** **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	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 8.0.6							
Title: **South Africa – land of adventure** **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	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**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Punctuation

Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	Using commas to separate introductory words			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		
Unit 8.0.8							
Title: Three tips to avoid diabetes **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	Using commas to separate introductory words			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Punctuation

Australian CURRICULUM

Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	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**		
Unit 8.0.10							
Title: Perfect holiday home with class **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	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 8 Content matrix and Australian Curriculum mapping

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8.0 Grammar

Australian CURRICULUM							
Unit 8.0.1	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	Saying verbs; clause structure			**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 a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.2							
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	Common and proper nouns; 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**		

Year 8 Content matrix and Australian Curriculum mapping

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8.0 Grammar

AC | Australian CURRICULUM

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	Relating verbs; independent clauses			**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 a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.4							
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	Adjectives; 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**		

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8.0 Grammar

Australian CURRICULUM

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* Ziggy Marks **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	Sensing verbs; clause structure			**Expressing and developing ideas**	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases **ACELA1523**		
					Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.6							
Title: South Africa – land of adventure **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	Common and proper nouns; complex 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 the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507**		

Year 8 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.
- The first 'Content' column relates to the specific content of the WordFlyers unit. All other columns are about which aspects of the Australian Curriculum are being taught.
- All curriculum information is consistent with version 8.1 of the Australian Curriculum, 16 December 2015.

8.0 Grammar

Australian CURRICULUM

Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous	Adverbs; complex sentences			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Text category: Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507**		
Unit 8.0.8							
Title: Three tips to avoid diabetes	Modal verbs; noun groups			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Text category: Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes					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 8 Content matrix and Australian Curriculum mapping

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8.0 Grammar

		Australian CURRICULUM					
Unit 8.0.9	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	Action verbs; independent clauses			**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 a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.10							
Title: Perfect holiday home with class **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	Relating verbs; compound sentences			**Expressing and developing ideas**	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482**		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction **ACELA1467**		