



Year 7 Curriculum Mapping

Linking the Learning Tasks to the:

- [Australian Blueprint for Career Development - Career Management Competencies](#)
- [Australian Curriculum \(v9.0\)](#)
- [Victorian Curriculum \(v2.0\)](#)
- [New South Wales Curriculum](#)

Year 7 Curriculum Mapping: Linking the Learning Tasks to the ABCD Career Management Competencies			Personal Management				Learning and Work Exploration				Career Building				
Section	Themes	Learning Tasks	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	
Learning Area A: Know yourself	Understanding and Navigating Change - Acknowledging the Past - Navigating Change - Embracing Future Possibilities - Learning More About Myself - Talents and Skills	Learning Task 1: Expected and Unexpected Changes	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	
		Learning Task 2: Moving from Primary to Secondary School	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 3: Let It Go...	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 4: Compass Points	☐	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Extension Activity: Helping Others Navigate Change	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 5: Who Am I Now?	☒	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 6: My Personal Qualities	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 7: My Skills and Talents	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 8: Future me	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 9: Case Study - Olivia's Transition to a New School	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Extension Activity: Welcome Action Plan	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐

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Learning Area B: Know about and understand the world of work and the need to continue learning throughout life	Learning for Life	Learning Task 1: My Learning Timeline	☒	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐
		Learning Task 2: Personal Reflection	☒	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐
	Formal Learning	Learning Task 3: Developing Transferable Skills	☒	☐	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐
		Learning Task 4: Case Study - Alex's Big Exam	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
		Extension activity: Solving a School Problem	☒	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
	Informal Learning	Learning Task 5: Turning Hobbies into a Career	☒	☐	☐	☐	☒	☐	☒	☐	☒	☐	☒	☒
		Learning Activity 6: Entrepreneurial Skill Sort	☐	☐	☐	☐	☒	☐	☒	☐	☒	☒	☐	☒
		Learning Task 7: Turning Your Interest Into an Income	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☒
	Exploring the World of Work	Learning Activity 8: Why People Work Brainstorm	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☒	☐
		Learning Task 9: Who Benefits from Work?	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☒	☐

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Learning Area B: Know about and understand the world of work and the need to continue learning throughout life	Exploring the World of Work - Why do People Work? - Different Ways to Earn an Income - The Rise of the Gig Economy	Learning Task 10: Income Sources Match-Up	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☐	☐
		Learning Task 11: Considering Risks and Rewards	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☐	☐
		Learning Task 12: Gig Work	☐	☐	☐	☒	☐	☒	☒	☒	☐	☐	☒	☐
		Extension Activity: Gig Worker's Guide	☐	☐	☐	☒	☐	☒	☒	☒	☐	☐	☒	☐
Learning Area C: Have the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions	The Importance of Career Decision-Making	Learning Task 1: Decisions, Decisions, Decisions	☐	☐	☐	☒	☐	☐	☐	☐	☐	☒	☐	☐
		Learning Task 2: Thinking Ahead	☒	☐	☐	☒	☐	☐	☐	☐	☐	☒	☐	☐
	Exploring Life Roles What Hats Do You Wear?	Learning Task 3: How Many Hats Do You Wear?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐
		Learning Task 4: Job Advertisement	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☒	☐
	How Beliefs and Attitudes Shape Our Career Choices	Learning Task 5: Beliefs and Attitudes Inventory	☐	☐	☐	☐	☐	☐	☒	☐	☒	☐	☐	☒
		Learning Task 6: Case Study - Noah's Career Dilemma	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☒	☒

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Learning Area C: Have the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions	Exploring Jobs of the Future - Developing Skills for the Future - Investigating Careers in Digital Technology - How is Technology Changing the Agriculture Industry?	Learning Task 7: What Skills Will I Need?	☒	☐	☐	☐	☒	☐	☒	☐	☒	☒	☐	☐
		Learning Task 8: How Technology is Changing Work	☐	☐	☐	☐	☒	☐	☒	☐	☒	☐	☐	☐
		Learning Task 9: Digital Careers Matching Activity	☐	☐	☐	☐	☒	☐	☒	☐	☒	☐	☐	☒
		Learning Task 10: Changes to Farming and Agriculture Brainstorm	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☐	☐
		Learning Task 11: Promoting New Opportunities in Agriculture	☐	☐	☐	☐	☐	☒	☒	☐	☒	☒	☐	☐

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
Economics and Business (Year 7) <i>Knowledge and Understanding</i>	AC9HE7K03 - Characteristics of entrepreneurs and how these influence the success of a business: - Identifying examples of entrepreneurs and the entrepreneurial knowledge and skills that they bring to their business, such as recognising opportunities, establishing a shared vision and making decisions about how the business is run
	AC9HE7K04 - The reasons individuals work, the types of work they are involved in, and how they may derive an income: - Identifying the ways people derive an income, such as working for a wage or salary, owning a business, being a shareholder, providing a rental service or receiving a social security benefit - Analysing the contribution that work can make to an individual's identity and role within a community; for example, earning an income, contributing to self-esteem and happiness, supporting the community through volunteering, enhancing material and non-material living standards
Health and Physical Education (Years 7 and 8) <i>Personal, Social and Community Health</i>	<i>Identities and Change</i> AC9HP8P01 - Analyse and reflect on the influence of values and beliefs on the development of identities - Examining how their values and beliefs, as well as those of family and friends, influence the development of identities

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
Health and Physical Education (Years 7 and 8) <i>Personal, Social and Community Health</i> <i>(cont.)</i>	<i>Identities and Change</i> AC9HP8P02 - Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes - Investigating the changing nature of peer and family relationships and proposing strategies to manage these changes - Evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older
	<i>Interacting with Others</i> AC9HP8P06 - Analyse factors that influence emotional responses and devise strategies to self-manage emotions - Investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others - Exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others - Recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don't have a negative impact on others

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Personal and Social Capabilities (Level 5: Years 7- 8)	Self-Awareness • <i>Personal awareness</i> ◦ Evaluate strategies for developing personal qualities and describe how they assist in achieving growth. • <i>Emotional awareness</i> ◦ Evaluate how emotional responses influence behaviour and consider the consequences of these responses. • <i>Reflective practice</i> ◦ Plan a personal response to a range of contexts using feedback from previous experiences.
	Self-Management • <i>Goal setting</i> ◦ Use and refine strategies that contribute to regulating behaviour and achieving learning goals. • <i>Emotional regulation</i> ◦ Manage emotional responses, designing strategies to self-manage in a range of contexts. • <i>Perseverance and adaptability</i> ◦ Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Personal and Social Capabilities (Level 5: Years 7- 8) (cont.)	Social management • <i>Communication</i> ◦ Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication. • <i>Collaboration</i> ◦ Appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs. • <i>Decision-making</i> ◦ Devise and analyse individual and group decision-making processes. • <i>Conflict resolution</i> ◦ Select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Critical and Creative Thinking (Level 5: Years 7- 8)	Generating • <i>Create possibilities</i> ◦ Create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations. • <i>Consider alternatives</i> ◦ Consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option. • <i>Put ideas into action</i> ◦ Put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations.
	Analysing • <i>Draw conclusions and provide reasons</i> ◦ Draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made. • <i>Evaluate actions and outcomes</i> ◦ Evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Critical and Creative Thinking (Level 5: Years 7- 8) <i>(cont.)</i>	Reflecting • <i>Thinking about thinking (metacognition)</i> ◦ Reflect on the thinking and processes used when completing activities or drawing conclusions. ◦ Invite alternative perspectives and feedback and consider reasonable criticism to adjust thinking and approaches. • <i>Transfer knowledge</i> ◦ Transfer knowledge and skills gained in previous experiences to both similar and different contexts and explain reasons for decisions and choices made.
General Capabilities: Digital Literacy (Level 5: Years 7- 8)	Investigating • <i>Locate information</i> ◦ Locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria. • <i>Acquire and collate data</i> ◦ Collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Digital Literacy (Level 5: Years 7- 8) (cont.)	Creating and exchanging • <i>Create, communicate and collaborate</i> ◦ Select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups.
	Managing and Operating • <i>Select and operate tools</i> ◦ Select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Humanities: Business and Economics (Levels 7 and 8)	Knowledge and understanding <i>Business and entrepreneurship</i> • VC2HE8K04 ◦ Entrepreneurship and the link to business success, including Aboriginal and/or Torres Strait Islander-owned businesses and entrepreneurs. <i>Work</i> • VC2HE8K05 ◦ The reasons people work and the different ways Australians can derive an income • VC2HE8K06 ◦ The changing nature of work in contemporary Australia and predictions about the future of work
	Skills <i>Investigating</i> • VC2HE8S01 ◦ Develop and apply questions to investigate contemporary economic, business, work or financial issues and systems • VC2HE8S02 ◦ Locate, select and organise relevant data and information from a range of sources. <i>Communicating</i> • VC2HE8S06 ◦ Create and present descriptions and explanations, using subject-specific knowledge and terminology, with reference to sources.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Health and Physical Education (Levels 7 and 8)	Personal, Social and Community Health – Health Education <i>Identities and change</i> • VC2HP8P01 ◦ Analyse and reflect on the influence of values and beliefs on the development of identities • VC2HP8P02 ◦ Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes <i>Interacting with others</i> • VC2HP8P06 ◦ Analyse factors that influence emotional responses and devise strategies to self-manage emotions
Capabilities: Critical and Creative Thinking (Levels 7 and 8)	Metacognition • VC2CC8M01 ◦ Ways to select, use and reflect on general and context-specific learning strategies. • VC2CC8M02 ◦ Broad strengths and limitations of thinking processes in different contexts, including problem-solving. • VC2CC8M03 ◦ The development of criteria for evaluating a range of proposed solutions; ways to evaluate and incorporate new knowledge that could affect the final decision.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Capabilities: Personal and Social Capability (Levels 7 and 8)	Self-awareness and Management <i>Emotional awareness and management</i> • VC2CP8S01 ◦ Ways to recognise emotional complexity and its causes and consequences. • VC2CP8S02 ◦ How to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity. <i>Self-efficacy and sense of purpose</i> • VC2CP8S03 ◦ Strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts; strategies for connecting personal interests to broader life such as careers. • VC2CP8S04 ◦ Strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategies.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the New South Wales Curriculum

Learning Area	Content Description
Human Society and its Environment (HSIE): Work Education (Stage 4)	Knowledge and understanding <i>The world of work</i> • WE4-1 ◦ Describes different types of work and employment options. <i>The role of education, employment and training in planning and managing transitions.</i> • WE4-6 ◦ Explains personal goals, attributes and values to inform choices and career pathway plans.
	Skills <i>Skills related to workplace contexts, entrepreneurship and managing transitions</i> • WE4-7 ◦ Identifies skills, attributes, and entrepreneurial behaviours for effective participation in work and society. • WE4-8 ◦ Identifies skills related to career development and managing transitions. <i>Research and communication skills that relate to the world of work</i> • WE4-9 ◦ Uses relevant information from a variety of sources. • WE4-10 ◦ Selects and uses appropriate forms to communicate information about the world of work.

Year 7 Curriculum Mapping:

Linking the Learning Tasks to the New South Wales Curriculum

Learning Area	Content Description
Human Society and its Environment (HSIE): Work Education (Stage 4) (cont.)	Core Study topics: • Core 1: What is Work? • Core 2: Transitions and Wellbeing • Core 3: Communication and Collaboration • Core 4: Technology in the Workplace
	Options: • Option 1: Exploring Post-school Pathways • Option 2: Managing Transitions • Option 4: Enterprise and Entrepreneurial Behaviours