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# Alabama 11 CTE Concentrator Course

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                                   |
|------------------|-----------------------------------------------------------------------------------|
| State            | Alabama                                                                           |
| Grade            | 11 (High)                                                                         |
| Subject          | CTE Concentrator Course                                                           |
| Course category  | Career and Technical Education                                                    |
| Standards family | Career and Technical Education                                                    |
| Framework        | 2021 Alabama Course of Study: Career and Technical Education, Work-Based Learning |
| Issuing agency   | Alabama State Department of Education                                             |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                         |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Career Ladders and Career Webs

### Unit 3: How Careers Actually Move · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Does a career go up, or does it go sideways?                                                                                                                                              |
| Standards          | <b>Career Ladders and Career Webs</b> → <b>Standard 3a Workforce Readiness / Career Development and Employability Skills</b> — Utilize career resources, career ladders, and career webs. |
| Learning target    | "I can use career resources, ladders and webs to see where a job leads."                                                                                                                  |
| Local dates        | _____ (enter your school dates)                                                                                                                                                           |

### Measurable objectives

- Students will utilize career resources, career ladders, and career webs.

### Success criteria (student-friendly)

- "I use a career resource to find where a role leads."
- "I construct a career ladder for a role."
- "I construct a career web showing sideways moves."

### Academic vocabulary

career resource, career ladder, career web, lateral move, rung, transferable skill, progression

### Materials and technology

- Notebooks
- Supplied career resource extracts
- Large paper for webs

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach  | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment              | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

**Assessment and evidence**

Student constructs both a ladder and a web for one role.

**Family communication**

Ask your child what a career web shows that a ladder does not.

## Day 41 — What a Career Resource Is

### Week 9, Day 1 • Unit 3 • Standards: Standard 3a

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| Focus             | Resources.                                                                                      |
| Learning target   | "I can use career resources, ladders and webs to see where a job leads."                        |
| Vocabulary in use | career resource, career ladder, career web, lateral move, rung, transferable skill, progression |
| Local date        | _____                                                                                           |

### Learning sequence

Connect: the standard names resources first. Teach: a career resource is a compiled source about occupations - what they involve, what they require, what they lead to, and how many of them there are. State workforce agencies and federal occupational sources publish them, and they are free. The skill is knowing what a resource can and cannot tell you. Try: shared navigation of a supplied resource extract. Apply: students find three specific facts about one occupation and note what the resource does not cover. Reflect: free, official and current beats confident and vague.

### Check for understanding

Student extracts specific facts from a career resource and names its limits.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — The Ladder: Where a Job Leads Upward

### Week 9, Day 2 · Unit 3 · Standards: Standard 3a

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| Focus             | Career ladders.                                                                                 |
| Learning target   | "I can use career resources, ladders and webs to see where a job leads."                        |
| Vocabulary in use | career resource, career ladder, career web, lateral move, rung, transferable skill, progression |
| Local date        | _____                                                                                           |

### Learning sequence

Connect: entry-level implies something above it. Teach: a career ladder shows progression within one field - each rung with its requirements, its responsibilities and roughly how long people spend there. Some ladders are short; some fields have almost none. Try: shared construction of a ladder for a supplied role. Apply: students build a ladder of at least four rungs for their researched role, with requirements at each. Reflect: knowing rung three exists changes how you feel about rung one.

### Check for understanding

Student constructs a four-rung career ladder with requirements.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — The Web: Where a Job Leads Sideways

### Week 9, Day 3 · Unit 3 · Standards: Standard 3a

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| Focus             | Career webs.                                                                                    |
| Learning target   | "I can use career resources, ladders and webs to see where a job leads."                        |
| Vocabulary in use | career resource, career ladder, career web, lateral move, rung, transferable skill, progression |
| Local date        | _____                                                                                           |

### Learning sequence

Connect: most people do not go straight up. Teach: a career web shows the roles reachable SIDEWAYS from where you are, because the skills transfer - and in practice this is how most working lives actually move. The connecting line is the transferable skill, and it should be labelled. Try: shared building of a web from one central role. Apply: students build a web with at least six roles and every connection labelled with the skill that carries. Reflect: the web is why this course is about transferable skills.

### Check for understanding

Student constructs a labelled career web of at least six roles.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Ladders and Webs Compared

### Week 9, Day 4 · Unit 3 · Standards: Standard 3a

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| Focus             | When each applies.                                                                              |
| Learning target   | "I can use career resources, ladders and webs to see where a job leads."                        |
| Vocabulary in use | career resource, career ladder, career web, lateral move, rung, transferable skill, progression |
| Local date        | _____                                                                                           |

### Learning sequence

Connect: two tools, two questions. Teach: the ladder answers 'if I stay, where do I get to'; the web answers 'if this ends or I change my mind, what does this experience buy me'. Fields differ in which matters - some are strongly ladder, others almost entirely web. Try: shared comparison of a ladder and a webbed field. Apply: students state which better describes their researched field, with evidence. Reflect: ask both questions before you take anything.

### Check for understanding

Student judges which model fits a field, with evidence.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Using All Three Together

### Week 9, Day 5 · Unit 3 · Standards: Standard 3a

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| Focus             | The week's product.                                                                             |
| Learning target   | "I can use career resources, ladders and webs to see where a job leads."                        |
| Vocabulary in use | career resource, career ladder, career web, lateral move, rung, transferable skill, progression |
| Local date        | _____                                                                                           |

### Learning sequence

Connect: the standard says UTILIZE - use them for something. Teach: the three combine into an answer to a real question, such as whether a particular first job is a dead end. Resources supply the facts; the ladder shows the upward route; the web shows the exits. Try: shared modelling on a supplied question. Apply: students answer that question for one opening from Week 8, using all three, and file it. Reflect: 'is this a dead end' is answerable, and now you can answer it.

### Check for understanding

Student answers a real career question using resources, ladder and web.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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## Source citation

Alabama State Department of Education. 2021 Alabama Course of Study: Career and Technical Education, Work-Based Learning. Adopted 2021; the framework for Grades 6-12 Work-Based Learning. THIS ENTRY IS THE WORKFORCE READINESS COURSE, PDF pages 31-34, which states its own band as Grade Levels 9-12 and its credit as 1.0. It comprises 6 foundational standards and 18 content standards with 17 lettered sub-parts, grouped under eight strands -- Career Development and Employability Skills, Workplace Foundations, Ethics and Social Responsibility, Safety and Health, Applied Technology, Leadership, Technical Knowledge and Skills, and Economics and Finance. Each content standard completes the stem "Students will..." and foundational standards are incorporated throughout the course. THE DOCUMENT CONTAINS THREE COURSES and this series aligns each to a different row: Career Explorations (Grade Levels 6-8) to the Grade 6, 7 and 8 Career Exploration rows, Workforce Readiness to this Grade 9 CTE Foundations row, and Career Preparedness to the Grade 9 Financial Literacy row. Workforce Readiness was chosen for this row because it is the general one -- "academic and occupational skills that are transferable across jobs and occupational areas" -- whereas Career Preparedness names financial literacy and college preparation as its own subject matter. BOTH COURSES ARE BANDED 9-12 AND THAT SPLIT IS AN EDITORIAL JUDGEMENT, not something the document states; a department should check the alignment against its own catalogue. The six foundational standards are shared verbatim by all three courses by design. THIS GRADE 11 "CTE CONCENTRATOR COURSE" ENTRY IS THE SAME WORKFORCE READINESS SET AS THE GRADE 9 AND GRADE 10 CTE ENTRIES, because the course states its own band as "Grade Levels 9-12" and Alabama publishes no grade-specific variant. THE WORD "CONCENTRATOR" DOES NOT APPEAR ANYWHERE IN THIS 35-PAGE DOCUMENT -- checked by regex across every page at registration time -- so there is no course of that name and no standards published under it. A CONCENTRATOR IS A STUDENT WHO HAS PROGRESSED THROUGH SEVERAL COURSES IN ONE PROGRAMME, NOT A COURSE, and the courses such a

student actually takes are the pathway ones: page 9 states that "within the national career clusters, separate course content standards have been developed for more than fifty career pathways", so those are separate documents which this product does NOT contain. Workforce Readiness is registered here because page 4 states that "the challenging standards in this document are designed to support student success in all career and technical education pathways", which makes it the only honest alignment a generic concentrator row can carry. The listing says all of this before purchase. Retrieved 2026-07-27 from <https://www.alabamaachieves.org/wp-content/uploads/2021/07/2021-WBL-Course-of-Study-3-29-2021.pdf>