

---

# Alabama 7 Career Exploration / CTE

**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            | 7 (Middle)                                                                        |
| Subject          | Career Exploration / CTE                                                          |
| 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 — Judging a Career Source

### Unit 3: Where What You Know About Work Comes From · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Who wrote this, and what do they want you to do?                                                                                                                             |
| Standards          | <b>Summarising a Career Source</b> → <b>Standard 5 Communication Skills</b> — Summarize written materials from various career resources clearly, succinctly, and accurately. |
| Learning target    | "I can judge a career source before I summarise it."                                                                                                                         |
| Local dates        | _____ (enter your school dates)                                                                                                                                              |

#### Measurable objectives

- Students will summarise information obtained from career resources and judge its reliability.

#### Success criteria (student-friendly)

- "I identify the publisher and the date."
- "I say who benefits if I believe it."
- "My summary reflects the source's limits."

#### Academic vocabulary

publisher, currency, purpose, promotional, corroboration

#### Materials and technology

- Class devices
- Notebooks
- Chart paper
- Contrasting career resources the teacher supplies

#### 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**

A source judged on publisher, date and purpose, then summarised.

**Family communication**

Ask your child how they check whether something online is trustworthy.

## Day 41 — The Three Questions Before You Read

### Week 9, Day 1 • Unit 3 • Standards: Standard 5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Standard 5 at depth.                                     |
| Learning target   | "I can judge a career source before I summarise it."     |
| Vocabulary in use | publisher, currency, purpose, promotional, corroboration |
| Local date        | _____                                                    |

### Learning sequence

Connect: Week 5's summarising. Teach: the three questions - who published it, when, and why did they publish it - asked before reading rather than after. Try: shared application to two contrasting resources. Apply: pupils apply them to a third. Reflect: a source can be accurate and still be selling something.

### Check for understanding

Student identifies publisher, date and purpose of a source.

### 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 — Recruiting Material Is Not Neutral

### Week 9, Day 2 · Unit 3 · Standards: Standard 5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Purpose.                                                 |
| Learning target   | "I can judge a career source before I summarise it."     |
| Vocabulary in use | publisher, currency, purpose, promotional, corroboration |
| Local date        | _____                                                    |

### Learning sequence

Connect: the three questions. Teach: that material produced to attract people to a field is legitimate but partial - it shows the best days - and how to read it accordingly. Try: shared comparison of a promotional and an official description. Apply: pupils list what the promotional one leaves out. Reflect: NO COMPANY, PRODUCT OR EMPLOYER IS NAMED IN THIS COURSE.

### Check for understanding

Student explains how a source's purpose shapes what it includes.

### 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 — How Old Is Too Old

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

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Currency.                                                |
| Learning target   | "I can judge a career source before I summarise it."     |
| Vocabulary in use | publisher, currency, purpose, promotional, corroboration |
| Local date        | _____                                                    |

### Learning sequence

Connect: purpose. Teach: why career information ages - roles change, requirements change, figures change - and how to judge when a date makes a source unusable. Try: shared discussion. Apply: pupils date-check their Week 7 and 8 sources. Reflect: an undated source is a source you cannot use for a claim about now.

### Check for understanding

Student judges whether a source is current enough for its claim.

### 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 — Two Sources That Disagree

### Week 9, Day 4 · Unit 3 · Standards: Standard 5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Corroboration.                                           |
| Learning target   | "I can judge a career source before I summarise it."     |
| Vocabulary in use | publisher, currency, purpose, promotional, corroboration |
| Local date        | _____                                                    |

### Learning sequence

Connect: currency. Teach: what to do when two sources conflict - prefer the official and the recent, say in your summary that they disagree, and never quietly pick the one you liked. Try: shared modelling on a supplied conflict. Apply: pupils resolve one and write what they did. Reflect: recording the disagreement is more honest than hiding it.

### Check for understanding

Student resolves conflicting sources and records the reasoning.

### 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 — A Summary That Shows Its Working

### Week 9, Day 5 • Unit 3 • Standards: Standard 5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Standard 5 assessed at depth.                            |
| Learning target   | "I can judge a career source before I summarise it."     |
| Vocabulary in use | publisher, currency, purpose, promotional, corroboration |
| Local date        | _____                                                    |

### Learning sequence

Connect: the week. Teach: a summary with the judgement attached - what the source says, who said it, when, and how far it can be trusted. Try: shared checking. Apply: pupils produce one. Reflect: this is the standard for every career claim from here on.

### Check for understanding

Student produces a summary with source judgement attached.

### 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

---

- 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.
- Not affiliated with or endorsed by Alabama State Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

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.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alabama State Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.alabamaachieves.org/wp-content/uploads/2021/07/2021-WBL-Course-of-Study-3-29-2021.pdf> and local school or district guidance.

## 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. IMPORTANT -- this course of study publishes NO separate Grade 7 standards. Career Explorations is the only middle-grades course in the document and its own table bands it as Grade Levels 6-8, so a Grade 7 class studies the same twenty standards as Grade 6 and Grade 8. That is the source's structure, not an approximation: the other two courses in the document (Career Preparedness, Workforce Readiness) are both Grade Levels 9-12. The same table states the duration as LEA-determined -- 6 weeks, 9 weeks, 1 semester or 1 year -- and the document adds that "all content standards must be addressed regardless of the duration of the course". Foundational standards are incorporated throughout; content standards are grouped under topics and each completes the stem "Students will..." Retrieved 2026-07-27 from <https://www.alabamaachieves.org/wp-content/uploads/2021/07/2021-WBL-Course-of-Study-3-29-2021.pdf>