
Alabama 8 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	8 (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 — The Year the Plan Stops Being Hypothetical

Unit 3: Which Decisions Can Be Undone · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Which of this year's decisions actually close a door?
Standards	A Plan of Study With Sources → Standard 12 Career Opportunities — Create a personal plan of study to meet career goals and objectives and cite resources used to create the plan.
Learning target	"I can tell which decisions can be undone and which cannot."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will distinguish reversible from irreversible decisions.
- Students will identify which Grade 8 choices constrain later options.

Success criteria (student-friendly)

- "I classify a decision by how reversible it is."
- "I identify what a course choice actually commits me to."
- "I know that most decisions are more reversible than they feel."

Academic vocabulary

reversible, constraint, sequence, prerequisite, consequence

Materials and technology

- Course option information the school provides
- Paper and pencils
- Board or large paper
- Plans from Week 8
- Private folders

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.

Support area	This week's plan
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

Decisions classified by reversibility with reasons.

Family communication

Ask your child which school decisions are hard to undo.

Day 41 — Why This Year Is Different

Week 9, Day 1 • Unit 3 • Standards: Standard 12

Focus	The unit's premise.
Learning target	"I can tell which decisions can be undone and which cannot."
Vocabulary in use	reversible, constraint, sequence
Local date	_____

Learning sequence

Connect: the first plan. Teach: that Grade 8 is the year in which choices begin to constrain what comes later - the document itself says so, by permitting a HIGH SCHOOL course, Career Preparedness A, to start in Grade 8 for half a credit - so a plan written now is not the same kind of object as one written in Grade 6. Try: shared consideration of what changes. Apply: pupils state one way this year differs. Reflect: this is the organising idea of the whole plan.

Check for understanding

Student explains why decisions this year carry more weight.

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 — Reversible, Costly, Closed

Week 9, Day 2 · Unit 3 · Standards: Standard 12

Focus	Three categories.
Learning target	"I can tell which decisions can be undone and which cannot."
Vocabulary in use	reversible, constraint, sequence
Local date	_____

Learning sequence

Connect: the premise. Teach: sorting decisions into ones you can simply change, ones you can change at a cost in time or money, and ones that genuinely close something - and that pupils systematically put too much in the third category. Try: shared sorting of school and life decisions. Apply: pupils sort six. Reflect: most things are in the first two.

Check for understanding

Student classifies decisions by how reversible they are.

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 — What a Prerequisite Actually Does

Week 9, Day 3 · Unit 3 · Standards: Standard 12

Focus	Sequence.
Learning target	"I can tell which decisions can be undone and which cannot."
Vocabulary in use	reversible, constraint, sequence
Local date	_____

Learning sequence

Connect: categories. Teach: that a prerequisite creates a SEQUENCE rather than a wall - not taking something now may mean taking it later, which costs time rather than the destination - and how to read an option sheet for sequences. Try: shared reading of course information YOU SUPPLY. Apply: pupils trace one sequence. Reflect: the honest answer is usually 'later, not never'.

Check for understanding

Student traces a course sequence and what skipping a step costs.

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 — The Doors That Do Close

Week 9, Day 4 • Unit 3 • Standards: Standard 12

Focus	Honesty about the real ones.
Learning target	"I can tell which decisions can be undone and which cannot."
Vocabulary in use	reversible, constraint, sequence
Local date	_____

Learning sequence

Connect: sequences. Teach: that some things genuinely are harder to pick up later - a language sequence, a multi-year technical course, anything cumulative - and that naming these honestly is more useful than either scaring pupils or reassuring them falsely. Try: shared identification. Apply: pupils identify one in their own school's offer. Reflect: know which ones they are, and there are fewer than you think.

Check for understanding

Student identifies a genuinely cumulative choice in their school's offer.

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 — The Plan Reconsidered

Week 9, Day 5 · Unit 3 · Standards: Standard 12

Focus	Standard 12 revisited.
Learning target	"I can tell which decisions can be undone and which cannot."
Vocabulary in use	reversible, constraint, sequence
Local date	_____

Learning sequence

Connect: real constraints. Teach: revisiting the Week 8 plan and marking which of its steps are reversible, costly or closing - which usually changes what a pupil thinks the plan is for. Try: shared marking. Apply: pupils mark theirs privately. Reflect: standard 12 revisited; PRIVATE throughout.

Check for understanding

Student marks the reversibility of each step in their own plan.

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

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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. IMPORTANT -- this course of study publishes NO separate Grade 8 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 8 class studies the same twenty standards as Grades 6 and 7. THIS PRODUCT COVERS CAREER EXPLORATIONS. GRADE 8 ALSO HAS A SECOND, DIFFERENT OPTION IN THE SAME DOCUMENT, AND YOU SHOULD CHECK WHICH YOUR SCHOOL IS RUNNING: Career Preparedness is banded Grade Levels 9-12, but its table carries the footnote 'Career Preparedness A may be taught in Grade 8 for one-half credit, to be followed by Career Preparedness B in Grades 9-12 for one-half credit.' Career Preparedness A is a DIFFERENT COURSE with different standards -- numbers 1, 2, 3, 6, 8, 9, 10, 11, 12, 17 and 18 of the Career Preparedness set -- and a school teaching it needs those rather than these. That footnote is the only sentence in the entire document naming Grade 8. Career Explorations' duration is LEA-determined (6 weeks, 9 weeks, 1 semester or 1 year) and the document states that all content standards must be addressed regardless of the duration, so this full-year plan is the longest of the four permitted shapes. 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>