
Montana 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	Montana
Grade	11 (High)
Subject	CTE Concentrator Course
Course category	Career and Technical Education
Standards family	Career and Technical Education
Framework	Montana Content Standards for Career and Technical Education, codified at ARM 10.53 subchapter 10
Issuing agency	Montana Office of Public Instruction
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	Career Ladders and Career Webs -> ARM 10.53.1009(1)(j)(iv) Montana Career and Technical Education / plan education and career path aligned to personal goals — evaluate job descriptions that align to a selected Career Pathway and the necessary skill set ARM 10.53.1009(1)(g)(iii) Montana Career and Technical Education / employ valid and reliable research strategies — identify research protocols required to ensure legality, validity, and reliability
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.

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

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: ARM 10.53.1009(1)(j)(iv), ARM 10.53.1009(1)(g)(iii)

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: ARM 10.53.1009(1)(j)(iv), ARM 10.53.1009(1)(g)(iii)

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: ARM 10.53.1009(1)(j)(iv), ARM 10.53.1009(1)(g)(iii)

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: ARM 10.53.1009(1)(j)(iv), ARM 10.53.1009(1)(g)(iii)

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: ARM 10.53.1009(1)(j)(iv), ARM 10.53.1009(1)(g)(iii)

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

- 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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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.

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Source citation

Montana Office of Public Instruction. Montana Content Standards for Career and Technical Education, codified at ARM 10.53 subchapter 10. Statements are transcribed from the ADMINISTRATIVE RULES OF MONTANA, rule ARM 10.53.1009, CAREER AND TECHNICAL EDUCATION STANDARDS FOR NINTH THROUGH TWELFTH GRADE, read from the Secretary of State's own rule text rather than from a summary. THE RULE IS ONE BAND FOR THE WHOLE OF HIGH SCHOOL -- subchapter 10 runs 10.53.1002 for kindergarten through 10.53.1007 for fifth grade one rule per grade, then bands 10.53.1008 for sixth through eighth and this one for ninth through twelfth. IT HOLDS TWELVE LETTERED STANDARDS, (a) THROUGH (l), AND THIRTY-SEVEN REGISTRABLE STATEMENTS: eleven of the letters carry roman sub-items in the counts the rule prints -- two, three, four, four, three, two, three, three, three, five and four -- and (l) carries none, standing as a single statement in its own right. THAT IS THE REVERSE OF THE 6-8 RULE, where (f) is the letter with no sub-items and (l) has two, so the shape of one band cannot be assumed from the other. THE LETTER (i) AND THE SUB-ITEM (i) ARE THE SAME TOKEN in this rule, so the lettered standards are located by their own transcribed lead-in phrases and the extractor stops rather than guessing if any lead-in no longer matches the rule. The transcription was verified against the published rule by exact character count before anything was registered. NOTE THAT THIS RULE SPEAKS OF A CAREER PATHWAY RATHER THAN OF CLUSTERS, AND DOES NOT LIST THE PATHWAYS: pupils must execute a program of study following a Career Pathway and evaluate job descriptions that align to one, so the current official list should be obtained from the state education office rather than taken from any printed plan. THIS STATE'S CAREER AND TECHNICAL EDUCATION STANDARDS FOR NINTH THROUGH TWELFTH GRADE ARE ARM 10.53.1009, thirty-seven standards under twelve lettered headings, written once for the whole of high school. THIS ROW REGISTERS ALL THIRTY-SEVEN. Note that the rule speaks of a CAREER PATHWAY rather than of clusters, and it does NOT LIST THE PATHWAYS: pupils are required to execute a program of study following a

Career Pathway and to evaluate job descriptions that align to one, so SUPPLY THE CURRENT OFFICIAL LIST from the state education office and let pupils work from that rather than from a list printed in a planner, which goes out of date. THE STATE WRITES THIS SUBJECT AS ONE BAND FOR GRADES 9-12 and assigns no standard to a grade, so this planner cites the same standards as its counterpart at the other high school grades in this series. WHAT DIFFERS IS THE YEAR'S WORK, NOT THE STANDARDS THE SCHOOL IS HELD TO. Retrieved 2026-07-27 from <https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Negotiated%20Rule%20making%202019%202020/CTE%20K12.pdf>