

# Montana 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            | Montana                                                                                           |
| Grade            | 7 (Middle)                                                                                        |
| Subject          | Career Exploration / CTE                                                                          |
| 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 — 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>ARM 10.53.1008(1)(g)(ii) Montana Career and Technical Education / Standard (g)</b> — curate information from multiple sources to make meaningful connections and draw conclusions |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| 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: ARM 10.53.1008(1)(g)(ii)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | ARM 10.53.1008(1)(g)(ii) 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: ARM 10.53.1008(1)(g)(ii)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| 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: ARM 10.53.1008(1)(g)(ii)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| 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: ARM 10.53.1008(1)(g)(ii)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| 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: ARM 10.53.1008(1)(g)(ii)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | ARM 10.53.1008(1)(g)(ii) 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

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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.
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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 10.53.1008, CAREER AND TECHNICAL EDUCATION STANDARDS FOR SIXTH THROUGH EIGHTH GRADE, read from the Secretary of State's own rule text rather than from a summary. THE RULE IS ONE BAND FOR GRADES 6, 7 AND 8 -- 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 10.53.1009 for ninth through twelfth. THE RULE HOLDS TWELVE LETTERED STANDARDS, (a) THROUGH (l), AND TWENTY-NINE REGISTRABLE STATEMENTS: eleven of the letters carry numbered sub-items in the counts the rule prints -- two, four, three, two, two, three, three, three, two, two and two -- and (f) carries none, standing as a single statement in its own right. THE LETTER (i) AND THE SUB-ITEM (i) ARE THE SAME TOKEN in this rule, which no other content-standards rule in this series reaches, 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. SIXTH THROUGH EIGHTH IS ONE BAND IN THIS STATE'S CAREER AND TECHNICAL EDUCATION STANDARDS. Montana codifies them in ARM 10.53 subchapter 10 and writes grades 6, 7 and 8 as a single rule, ARM 10.53.1008, holding twelve lettered standards and TWENTY-NINE registrable statements. THIS ROW REGISTERS TWENTY OF THEM, THE SAME TWENTY AS THE GRADE 6 PRODUCT AND MAPPED THE SAME WAY, because the two years use an identical set of strands. NINE ARE NOT CLAIMED, for the same reason as at grade 6: this is a career-EXPLORATION course and it does not compose workplace documents, translate scientific method into technical data, teach peer influence on well-being, BUILD A PERSONAL BUDGET AND SAVINGS PLAN, develop or modify an innovation, analyse how individual behaviours influence processes, treat technological change in careers or technology's role in community health and safety, or evaluate local and global challenges. If your course covers any of those at

grade 7 -- the budgeting one especially -- CHECK YOUR SEQUENCE BEFORE BUYING. NO CAREER PATHWAY, EMPLOYER, COMPANY OR PRODUCT IS NAMED ANYWHERE: the official list is revised, so you supply the current one and the work runs on whatever it contains.  
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