
Montana 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	Montana
Grade	8 (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 — 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 -> ARM 10.53.1008(1)(h)(iii) Montana Career and Technical Education / Standard (h) — evaluate resources in testing and refining solutions to problems before asking for assistance ARM 10.53.1008(1)(j)(i) Montana Career and Technical Education / Standard (j) — develop programs of study for various Career Pathways, examining outlook, salary, education, job duties, and lifestyle
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.

Support area	This week's plan
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

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: ARM 10.53.1008(1)(h)(iii), ARM 10.53.1008(1)(j)(i)

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: ARM 10.53.1008(1)(h)(iii), ARM 10.53.1008(1)(j)(i)

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: ARM 10.53.1008(1)(h)(iii), ARM 10.53.1008(1)(j)(i)

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: ARM 10.53.1008(1)(h)(iii), ARM 10.53.1008(1)(j)(i)

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: ARM 10.53.1008(1)(h)(iii), ARM 10.53.1008(1)(j)(i)

Focus	ARM 10.53.1008(1)(h)(iii), ARM 10.53.1008(1)(j)(i) 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: this week's standard 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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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, codified at 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 AND GRADE 7 PRODUCTS AND MAPPED THE SAME WAY, because all three years use an identical set of strands. NINE ARE NOT CLAIMED: composing workplace documents, translating scientific method into technical data, peer influence on well-being, BUILDING A PERSONAL BUDGET AND SAVINGS PLAN, developing or modifying an innovation, how individual behaviours influence processes, technological change in careers, technology's role in community health and safety, and evaluating local and global challenges. If your course covers any of those at grade 8 -- the budgeting one especially -- CHECK YOUR SEQUENCE BEFORE BUYING. NO CAREER PATHWAY, EMPLOYER, COMPANY OR PRODUCT IS

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