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# New Mexico 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            | New Mexico                                                                                                                             |
| Grade            | 7 (Middle)                                                                                                                             |
| Subject          | Career Exploration / CTE                                                                                                               |
| Course category  | Career and Technical Education                                                                                                         |
| Standards family | Career and Technical Education                                                                                                         |
| Framework        | New Mexico Content Standards with Benchmarks and Performance Standards for Career and Technical Education, Grades 7-12 (6.29.3.8 NMAC) |
| Issuing agency   | New Mexico Public Education Department                                                                                                 |
| 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>6.29.3.8(B)(2)(b) strand</b> — text<br><b>6.29.3.8(B)(1)(c) strand</b> — text |
| 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: 6.29.3.8(B)(2)(b), 6.29.3.8(B)(1)(c)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | 6.29.3.8(B)(2)(b), 6.29.3.8(B)(1)(c) 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: 6.29.3.8(B)(2)(b), 6.29.3.8(B)(1)(c)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| 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: 6.29.3.8(B)(2)(b), 6.29.3.8(B)(1)(c)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| 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: 6.29.3.8(B)(2)(b), 6.29.3.8(B)(1)(c)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| 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: 6.29.3.8(B)(2)(b), 6.29.3.8(B)(1)(c)

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | 6.29.3.8(B)(2)(b), 6.29.3.8(B)(1)(c) 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

New Mexico Public Education Department. New Mexico Content Standards with Benchmarks and Performance Standards for Career and Technical Education, Grades 7-12 (6.29.3.8 NMAC). Written by New Mexico as an administrative rule, so the code is the NMAC outline path: 6.29.3.8(A)(1)(a) is Strand 1, Content standard 1, benchmark 1. The child labels restart inside every strand -- each of the ten strands has a Content standard 1 -- so the strand letter is part of the citation rather than decoration, and a benchmark letter quoted on its own would not identify anything. The rule skips (B)(1)(i), running from (h) straight to (j). Section 6.29.3.8 is the cross-cluster section that applies to every career and technical programme in grades 7-12; the per-cluster standards at 6.29.3.9 and after are not cited because this course names no cluster. Retrieved 2026-07-27 from <https://www.srca.nm.gov/parts/title06/06.029.0003.html>