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# South Dakota 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            | South Dakota                                              |
| Grade            | 8 (Middle)                                                |
| Subject          | Career Exploration / CTE                                  |
| Course category  | Career and Technical Education                            |
| Standards family | Career and Technical Education                            |
| Framework        | South Dakota Career Readiness Skills for All CTE Clusters |
| Issuing agency   | South Dakota 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          | <b>A Plan of Study With Sources -&gt; CRS 9.2 Career Readiness CRS 9 — Tools and Applications</b><br><b>CRS 9.3 Career Readiness CRS 9 — Technology Ethics</b> |
| 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: CRS 9.2, CRS 9.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: CRS 9.2, CRS 9.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: CRS 9.2, CRS 9.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: CRS 9.2, CRS 9.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: CRS 9.2, CRS 9.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| Focus             | CRS 9.2, CRS 9.3 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

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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.
- 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

South Dakota Department of Education. South Dakota Career Readiness Skills for All CTE Clusters. South Dakota publishes career and technical education standards course by course across sixteen clusters, and this row names a place in a pathway rather than a course. It therefore cites the state's Career Readiness Skills for All CTE Clusters, which South Dakota states "can be incorporated into all CTE clusters as appropriate (not a separate, standalone course)". Where a school has chosen a specific course, that course's own state standards apply in addition. Retrieved 2026-07-27 from <https://doe.sd.gov/cte/documents/CareerReadinessStandards.docx>