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# Tennessee 6 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            | Tennessee                                                                |
| Grade            | 6 (Middle)                                                               |
| Subject          | Career Exploration / CTE                                                 |
| Course category  | Career and Technical Education                                           |
| Standards family | Career and Technical Education                                           |
| Framework        | Tennessee CTE Career Exploration Course Standards (approved 20 May 2022) |
| Issuing agency   | Tennessee 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 — Safety as a Habit, Not a Poster

### Unit 3: Safety, Technology and Responsibility · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                     |
|--------------------|---------------------------------------------------------------------------------------------------------------------|
| Essential question | Why do people who know the rules still get hurt?                                                                    |
| Standards          | <b>Safety as a Way of Working</b> -> <b>CE.1, CE.2, CE.12, CE.7</b> — 4 standards; full text in the standards table |
| Learning target    | "I can keep a work area safe and report what I should not fix."                                                     |
| Local dates        | _____ (enter your school dates)                                                                                     |

#### Measurable objectives

- Students will incorporate safety procedures including maintaining a safe work area and reporting rather than improvising.
- Students will explain why known rules are broken.

#### Success criteria (student-friendly)

- "I keep my area in order."
- "I report rather than improvise."
- "I explain why rules get broken."

#### Academic vocabulary

housekeeping, near miss, report, improvise, complacency, routine

#### Materials and technology

- Classroom equipment
- Notebooks
- Chart paper
- Incident scenarios the teacher supplies
- Class devices

#### 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**

A safe work area maintained and a reporting decision justified.

**Family communication**

Ask your child what a near miss is.

## Day 41 — Why Knowing the Rule Is Not Enough

Week 9, Day 1 · Unit 3 · Standards: CE.1, CE.2, CE.12, CE.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The real question.                                               |
| Learning target   | "I can keep a work area safe and report what I should not fix."  |
| Vocabulary in use | housekeeping, near miss, report, improvise, complacency, routine |
| Local date        | _____                                                            |

### Learning sequence

Connect: Week 1's hazard spotting. Teach: that almost everyone hurt at work knew the rule - what defeats it is hurry, habit and not wanting to look slow. Try: shared analysis of scenarios. Apply: pupils name the pressure in each. Reflect: this is why safety is a habit rather than knowledge.

### Check for understanding

Student identifies the pressure that defeated a known rule.

### 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 — Keeping the Area Itself Safe

Week 9, Day 2 · Unit 3 · Standards: CE.1, CE.2, CE.12, CE.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Maintaining a safe work area.                                    |
| Learning target   | "I can keep a work area safe and report what I should not fix."  |
| Vocabulary in use | housekeeping, near miss, report, improvise, complacency, routine |
| Local date        | _____                                                            |

### Learning sequence

Connect: pressure. Try: shared audit of the classroom. Apply: pupils set and keep a standard for their own area. Reflect: the area is a condition, not a task.

### Check for understanding

Student maintains their work area to an agreed standard.

### 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 Near Miss

Week 9, Day 3 · Unit 3 · Standards: CE.1, CE.2, CE.12, CE.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Reporting.                                                       |
| Learning target   | "I can keep a work area safe and report what I should not fix."  |
| Vocabulary in use | housekeeping, near miss, report, improvise, complacency, routine |
| Local date        | _____                                                            |

### Learning sequence

Connect: area. Teach: what a near miss is and why reporting one matters more than reporting an injury, because nobody has been hurt yet. Try: shared discussion. Apply: pupils record a near miss they have seen anywhere. Reflect: no name is attached to any near miss recorded here.

### Check for understanding

Student describes a near miss and why reporting it matters.

### 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 — Report It, Do Not Fix It

Week 9, Day 4 · Unit 3 · Standards: CE.1, CE.2, CE.12, CE.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The limit.                                                       |
| Learning target   | "I can keep a work area safe and report what I should not fix."  |
| Vocabulary in use | housekeeping, near miss, report, improvise, complacency, routine |
| Local date        | _____                                                            |

### Learning sequence

Connect: reporting. Teach: the line between what you deal with and what you report - and that improvising a repair is one of the most common ways people are hurt. Try: shared sorting of six situations. Apply: pupils decide each. Reflect: KNOWING WHAT NOT TO TOUCH IS PART OF THE STANDARD.

### Check for understanding

Student decides correctly whether to act or report.

### 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 — Maintaining Equipment and the Area

Week 9, Day 5 · Unit 3 · Standards: CE.1, CE.2, CE.12, CE.7

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Foundational 1 assessed.                                         |
| Learning target   | "I can keep a work area safe and report what I should not fix."  |
| Vocabulary in use | housekeeping, near miss, report, improvise, complacency, routine |
| Local date        | _____                                                            |

### Learning sequence

Connect: the week. Teach: routine care of ordinary school equipment - cleaning, checking, returning, noticing damage. Try: shared practice. Apply: pupils maintain and check. Reflect: Foundational 1 recorded at depth. NO MACHINERY AND NO HAZARDOUS MATERIAL IS INVOLVED.

### Check for understanding

Student maintains equipment and reports a fault correctly.

### 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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**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

Tennessee Department of Education. Tennessee CTE Career Exploration Course Standards (approved 20 May 2022). Tennessee publishes career and technical education course by course across its clusters, and this row names a place in a pathway rather than a named course. It therefore cites the state's Career Exploration course standards, the one CTE course Tennessee writes for career readiness itself rather than for a single cluster. Where a school has chosen a specific CTE course, that course's own state standards apply in addition. The standards carry no codes in the published document and are identified here by item number. Retrieved 2026-07-27 from [https://www.tn.gov/content/dam/tn/education/ccte/cte/cte\\_std\\_career\\_exploration.pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_career_exploration.pdf)