
Texas 11 CTE Concentrator Course

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	Texas
Grade	11 (High)
Subject	CTE Concentrator Course
Course category	Career and Technical Education
Standards family	Career and Technical Education
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 127 -- Career Development and Career and Technical Education
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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 — Career Ladders and Career Webs

Unit 3: How Careers Actually Move · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Does a career go up, or does it go sideways?
Standards	Career Ladders and Career Webs -> §127.21(d)(8)(B) The student analyzes postsecondary career opportunities within a selected program of study — identify and analyze future job growth within a selected program of study based on societal needs; §127.21(d)(8)(C) The student analyzes postsecondary career opportunities within a selected program of study — analyze the skills required to be successful in emerging industries;
Learning target	"I can use career resources, ladders and webs to see where a job leads."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will utilize career resources, career ladders, and career webs.

Success criteria (student-friendly)

- "I use a career resource to find where a role leads."
- "I construct a career ladder for a role."
- "I construct a career web showing sideways moves."

Academic vocabulary

career resource, career ladder, career web, lateral move, rung, transferable skill, progression

Materials and technology

- Notebooks
- Supplied career resource extracts
- Large paper for webs

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

Student constructs both a ladder and a web for one role.

Family communication

Ask your child what a career web shows that a ladder does not.

Day 41 — What a Career Resource Is

Week 9, Day 1 · Unit 3 · Standards: §127.21(d)(8)(B), §127.21(d)(8)(C)

Focus	Resources.
Learning target	"I can use career resources, ladders and webs to see where a job leads."
Vocabulary in use	career resource, career ladder, career web, lateral move, rung, transferable skill, progression
Local date	_____

Learning sequence

Connect: the standard names resources first. Teach: a career resource is a compiled source about occupations - what they involve, what they require, what they lead to, and how many of them there are. State workforce agencies and federal occupational sources publish them, and they are free. The skill is knowing what a resource can and cannot tell you. Try: shared navigation of a supplied resource extract. Apply: students find three specific facts about one occupation and note what the resource does not cover. Reflect: free, official and current beats confident and vague.

Check for understanding

Student extracts specific facts from a career resource and names its limits.

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 — The Ladder: Where a Job Leads Upward

Week 9, Day 2 · Unit 3 · Standards: §127.21(d)(8)(B), §127.21(d)(8)(C)

Focus	Career ladders.
Learning target	"I can use career resources, ladders and webs to see where a job leads."
Vocabulary in use	career resource, career ladder, career web, lateral move, rung, transferable skill, progression
Local date	_____

Learning sequence

Connect: entry-level implies something above it. Teach: a career ladder shows progression within one field - each rung with its requirements, its responsibilities and roughly how long people spend there. Some ladders are short; some fields have almost none. Try: shared construction of a ladder for a supplied role. Apply: students build a ladder of at least four rungs for their researched role, with requirements at each. Reflect: knowing rung three exists changes how you feel about rung one.

Check for understanding

Student constructs a four-rung career ladder with requirements.

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 Web: Where a Job Leads Sideways

Week 9, Day 3 · Unit 3 · Standards: §127.21(d)(8)(B), §127.21(d)(8)(C)

Focus	Career webs.
Learning target	"I can use career resources, ladders and webs to see where a job leads."
Vocabulary in use	career resource, career ladder, career web, lateral move, rung, transferable skill, progression
Local date	_____

Learning sequence

Connect: most people do not go straight up. Teach: a career web shows the roles reachable SIDEWAYS from where you are, because the skills transfer - and in practice this is how most working lives actually move. The connecting line is the transferable skill, and it should be labelled. Try: shared building of a web from one central role. Apply: students build a web with at least six roles and every connection labelled with the skill that carries. Reflect: the web is why this course is about transferable skills.

Check for understanding

Student constructs a labelled career web of at least six roles.

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 — Ladders and Webs Compared

Week 9, Day 4 · Unit 3 · Standards: §127.21(d)(8)(B), §127.21(d)(8)(C)

Focus	When each applies.
Learning target	"I can use career resources, ladders and webs to see where a job leads."
Vocabulary in use	career resource, career ladder, career web, lateral move, rung, transferable skill, progression
Local date	_____

Learning sequence

Connect: two tools, two questions. Teach: the ladder answers 'if I stay, where do I get to'; the web answers 'if this ends or I change my mind, what does this experience buy me'. Fields differ in which matters - some are strongly ladder, others almost entirely web. Try: shared comparison of a ladder and a webbed field. Apply: students state which better describes their researched field, with evidence. Reflect: ask both questions before you take anything.

Check for understanding

Student judges which model fits a field, with evidence.

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 — Using All Three Together

Week 9, Day 5 · Unit 3 · Standards: §127.21(d)(8)(B), §127.21(d)(8)(C)

Focus	The week's product.
Learning target	"I can use career resources, ladders and webs to see where a job leads."
Vocabulary in use	career resource, career ladder, career web, lateral move, rung, transferable skill, progression
Local date	_____

Learning sequence

Connect: the standard says UTILIZE - use them for something. Teach: the three combine into an answer to a real question, such as whether a particular first job is a dead end. Resources supply the facts; the ladder shows the upward route; the web shows the exits. Try: shared modelling on a supplied question. Apply: students answer that question for one opening from Week 8, using all three, and file it. Reflect: 'is this a dead end' is answerable, and now you can answer it.

Check for understanding

Student answers a real career question using resources, ladder and web.

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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Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 127 -- Career Development and Career and Technical Education. Chapter 127 is not a single edition: its sections carry implementation dates from 2017-2018 to 2026-2027, so each course is dated on its own terms. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>