
Virginia 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	Virginia
Grade	7 (Middle)
Subject	Career Exploration / CTE
Course category	Career and Technical Education
Standards family	Career and Technical Education
Framework	Virginia's Workplace Readiness Skills for the Commonwealth
Issuing agency	Virginia 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 — 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	Summarising a Career Source -> WRS 21 strand — text WRS 15 strand — 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: WRS 21, WRS 15

Focus	WRS 21, WRS 15 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: WRS 21, WRS 15

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: WRS 21, WRS 15

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: WRS 21, WRS 15

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: WRS 21, WRS 15

Focus	WRS 21, WRS 15 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

- 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

Virginia Department of Education. Virginia's Workplace Readiness Skills for the Commonwealth. Virginia numbers these skills 1 to 22 and groups them in three categories -- Personal Qualities and Abilities, Interpersonal Skills, and Professional Competencies -- so the code WRS 14 is the number Virginia prints and the category is the strand. They are cited here rather than any course competency list because Virginia organises career and technical education by career cluster, seventeen of them, each holding named courses with their own grade levels and prerequisites; a course competency would assert a cluster and a course this row does not name, while the Workplace Readiness Skills are common to every Virginia CTE course. One distinction worth stating plainly: the Workplace Readiness Skills for the Commonwealth ASSESSMENT is a product of the Career and Technical Education Consortium of States, built with the Virginia Department of Education, and it is that examination and its badge which are sold. The skills listed here are the Virginia curriculum content the assessment is built on, and have been part of Virginia CTE since 1998. Retrieved 2026-07-27 from <https://www.cteresource.org/resources/workplace-readiness-skills/>