



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Career-Connected Classrooms: Integrating CTE and 21st-Century Skills Through Hands-On, Inclusive, and Visual Learning

Course Description: This course empowers K–12 educators to embed Career and Technical Education (CTE) and 21st-century competencies into any subject area through inclusive, project-based, and visually rich instructional practices. Grounded in critical reflection and student-centered design, participants will explore how to co-create learning experiences that prepare students, especially those from historically marginalized communities, for academic success and meaningful, future-ready pathways.

Through the lens of culturally responsive teaching and visual literacy, participants will examine their own instructional practices, integrate student voice into curriculum design, and develop units that foster collaboration, creativity, communication, and critical thinking. Educators will leave with ready-to-implement strategies that cultivate equity, belonging, and real-world readiness across content areas and grade levels.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	• What Is CTE and Why It Matters Now • Define Career and Technical Education and 21st-century skills across grade levels • Reflect on how personal identity and sociopolitical context influence instructional decisions • Analyze where real-world and career-connected learning already exists in your practice • Explore equity challenges in access to CTE and career readiness
Topics	• Introductions: Name, grade/subject, location/experience, and one course goal • Defining CTE & 21st-Century Skills: Personal definitions and how they vary by grade level • From Standards to Practice: Making skills hands-on and relevant • Classroom Example: Share a time students used collaboration, creativity, digital literacy, or problem-solving • Equity Focus: Expanding access for underserved or marginalized students • Relevance: How embedding these skills connects learning to students' lives and futures • Resources: Review provided guides, articles, and examples
Application to Instruction & Student Learning	When we define Career and Technical Education (CTE) and 21st-century skills across grade levels, we move beyond abstract standards and give students concrete opportunities to practice collaboration, creativity, digital literacy, and problem-solving in ways that matter now, not just in the future. Reflecting on our own identities and the sociopolitical contexts we teach in requires courage—it means asking how our perspectives shape what gets taught, whose stories are centered, and which opportunities are made visible or invisible to students. By analyzing where real-world and career-connected learning already exists in our practice, we can celebrate what we're doing well and also push ourselves to be more intentional in making school a place where students see clear connections between their learning and their lives. Exploring equity challenges in access to CTE and career readiness calls on us to confront systemic barriers directly and commit to designing pathways where every student, especially those historically left out, can build the skills, confidence, and imagination to create futures they can see themselves in.

Session II

Objectives	• Apply strategies for visual literacy and multimodal engagement across content areas • (Mid-term) Brainstorm and develop lesson that foster creativity, collaboration, and communication • Use real-world tasks and technologies to simulate career skills • Adapt activities for multilingual learners and students with disabilities
Topics	• Visual & Career-Connected Learning: Strategies linking lessons to real-world skills • Equity & Inclusion: Supporting all students, affirming identities, and addressing biases • Culturally Responsive Practices: Integrating perspectives from marginalized communities • Hands-On & Project-Based Activities: Fostering collaboration, creativity, and problem-solving • Technology & Access: Using tools to enhance engagement and career readiness • Reflection & Assessment: Connecting learning to careers and measuring outcomes • Resources: Review provided guides, articles, and examples

Application to Instruction & Student Learning	Visual and career-connected learning can be integrated through multimedia, simulations, and hands-on projects that connect academic content to real-world careers. Lessons affirm student identities and include culturally responsive examples from historically marginalized communities. Equitable access is supported through scaffolds, differentiation, and technology, allowing all learners to fully participate. Project-based activities foster collaboration, creativity, and problem-solving, while structured reflection and assessment help students link learning to careers, build skills, and develop confidence for future pathways.
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Session III

Objectives	• Explore ways to embed student interests, cultural identities, and goals into curriculum • Create opportunities for students to solve real-world problems using hands-on, project-based learning • Explore visual storytelling, design tools, or media production to deepen learning and skill-building • Leverage community and family knowledge to deepen engagement
Topics	• Identity & Voice: Connect student interests, culture, and goals to learning; validate perspectives in projects • Authentic Tasks: Design hands-on challenges, balance autonomy with support, ensure full participation, assess readiness • Visual & Media Tools: Use design/storytelling to teach skills, amplify diverse voices, ensure tech access, assess learning • Community Connections: Partner with families/experts, integrate local knowledge, broaden career awareness, measure impact Resources: Review provided guides, articles, and examples
Application to Instruction & Student Learning	Connecting students' interests, identities, and career goals to academic content makes learning more engaging and relevant. Authentic, hands-on challenges that mirror workplace tasks build creativity, critical thinking, and collaboration, while supports ensure access for all learners. Visual and media-based projects deepen understanding and career skills when they include diverse perspectives and equitable technology access. Partnerships with families, industries, and communities expand career awareness, affirm cultural contexts, and challenge limiting assumptions. Student work, reflections, and skill demonstrations provide evidence that learning is meaningful and connected to future pathways.

Session IV

Objectives	• Revise or build a lesson/unit aligned to CTE and inclusive 21st-century learning • Use peer and self-assessment protocols to refine plans and share takeaways and commit to continued reflection and student collaboration • Design an action plan for ongoing curriculum revision that centers student feedback and voice, and outlines strategies to sustain visual, equity-driven, real-world instruction. • Set personal and professional goals to continue building inclusive, future-ready instruction aligned with CTE and equity principles.
Topics	• Final project Presentations • Identity & Voice: Connect student interests, culture, and goals to learning; validate perspectives in projects • Representation & Agency: Use career profiles and case studies from underrepresented groups to affirm identity and expand pathways • Access & Equity: Redesign career tasks with scaffolds, technology, and multimodal options to ensure full participation for all learners • Reflection & Community: Engage in critical reflection and partnerships to affirm identities, expand career awareness, and build equitable learning communities
Application to Instruction & Student Learning	Designing an inclusive, career-connected lesson grounded in Culturally Responsive Practices (CRP), Career and Technical Education (CTE), 21st-century skills, and Brave Learning directly strengthens both instructional practice and student learning. By intentionally centering student voice, cultural identity, and personal career goals, instruction becomes more relevant and engaging, allowing students to see themselves reflected in the curriculum and to connect academic content to authentic career pathways. Embedding visual literacy and

	multimodal strategies ensures that complex concepts are accessible to diverse learners, while scaffolds and technology provide equitable entry points for multilingual students and those with disabilities. For teachers, this process builds capacity to design lessons that balance rigor with inclusivity, fostering a classroom culture where collaboration, creativity, communication, and problem-solving are not only taught but practiced. For students, the impact is twofold: they develop transferable career-ready skills while also experiencing affirmation of their identities and perspectives. This dual emphasis cultivates agency, critical inquiry, and confidence in navigating both academic and workplace challenges. Ultimately, applying these principles to instruction transforms the classroom into a brave learning community—one where students are encouraged to take risks, engage in critical dialogue, and reflect on their growth. Evidence of success can be seen in student work products, reflections, and demonstrations of skill development that highlight not only technical proficiency but also deeper engagement, equity, and readiness for future opportunities.
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