

# Vermont 5 Health Education

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            | Vermont                                                                                                                                                                                                                                                                                                                                                      |
| Grade            | 5 (Elementary)                                                                                                                                                                                                                                                                                                                                               |
| Subject          | Health Education                                                                                                                                                                                                                                                                                                                                             |
| Course category  | Required / State or Local                                                                                                                                                                                                                                                                                                                                    |
| Standards family | Health Education                                                                                                                                                                                                                                                                                                                                             |
| Framework        | A Vermont Portrait of a Graduate (Vermont Agency of Education) — the indicators printed in this planner. Vermont has adopted SHAPE America National Health Education Standards — adopted by the Vermont State Board of Education, December 2024 for this subject; that publisher does not release a citable code list, so no codes from it are printed here. |
| Issuing agency   | Vermont Agency 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 — How School and Community Help

### Unit 3: Influences: Family, Peers and Culture · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                          |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Who around us is already making it easier to be healthy?                                                                                                                                                                                 |
| Standards          | <b>How School and Community Support Health -&gt; PoG.WB.2.a Well-Being — Students recognize the value of healthy behaviors and physical activity in promoting —</b> Exercise and eat a balanced diet to maintain or achieve good health. |
| Learning target    | "I can describe how my school and community support health."                                                                                                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                          |

#### Measurable objectives

- Students will describe how the school and community can support personal health practices and behaviors.
- Students will locate a support that already exists.

#### Success criteria (student-friendly)

- "I name a school support."
- "I name a community support."
- "I say what each actually does."

#### Academic vocabulary

support, community, facility, service, access

#### Materials and technology

- Local area outline maps
- Health notebooks
- Chart paper
- Interview question frames
- 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 described school support and community support, with what each does.

### Family communication

Ask your child which local place supports health in your area.

## Day 41 — What the School Already Does

### Week 9, Day 1 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| Focus             | School supports.                                             |
| Learning target   | "I can describe how my school and community support health." |
| Vocabulary in use | support, community, facility                                 |
| Local date        | _____                                                        |

### Learning sequence

Connect: personal practices. Teach: meals, water, movement, the nurse or health office, counselling, safe routes and the taught curriculum itself. Try: shared audit of this school. Apply: pupils list supports. Reflect: standard PoG.WB.2.a asks how school and community SUPPORT practices - a support is something you can use.

### Check for understanding

Student names a school support and what it does.

### 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 — What the Community Provides

### Week 9, Day 2 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| Focus             | Community supports.                                          |
| Learning target   | "I can describe how my school and community support health." |
| Vocabulary in use | support, community, facility                                 |
| Local date        | _____                                                        |

### Learning sequence

Connect: school supports. Teach: parks, clinics, libraries, sports and youth provision, and public services. Try: shared mapping on an area outline. Apply: pupils locate two. Reflect: nobody is asked what their family uses or can afford.

### Check for understanding

Student names a community support and what it does.

### 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 — When a Support Is Hard to Reach

Week 9, Day 3 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| Focus             | Access, honestly.                                            |
| Learning target   | "I can describe how my school and community support health." |
| Vocabulary in use | support, community, facility                                 |
| Local date        | _____                                                        |

### Learning sequence

Connect: supports. Teach: a support only helps if you can get to it - distance, cost, opening hours, language and transport all matter. Try: shared discussion at the level of places, not households. Apply: pupils identify a barrier. Reflect: this is taught about the community, never about a pupil's circumstances.

### Check for understanding

Student identifies a barrier that limits access to a support.

### 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 — Asking a Support What It Does

Week 9, Day 4 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| Focus             | Enquiry skill.                                               |
| Learning target   | "I can describe how my school and community support health." |
| Vocabulary in use | support, community, facility                                 |
| Local date        | _____                                                        |

### Learning sequence

Connect: barriers. Teach: writing questions you could ask a service, and finding published information about it. Try: shared drafting. Apply: pupils draft questions. Reflect: no contact is made without the teacher arranging it.

### Check for understanding

Student drafts a question to ask a health service.

### 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 — Describing the Supports Around Us

### Week 9, Day 5 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| Focus             | Standard PoG.WB.2.a assessed.                                |
| Learning target   | "I can describe how my school and community support health." |
| Vocabulary in use | support, community, facility                                 |
| Local date        | _____                                                        |

### Learning sequence

Connect: the week. Teach: writing a description covering both school and community. Try: shared planning. Apply: pupils write. Reflect: standard PoG.WB.2.a recorded.

### Check for understanding

Student describes how school and community support health practices.

### 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.
- Not affiliated with or endorsed by Vermont Agency of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## 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.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Vermont Agency of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://education.vermont.gov/sites/aoe/files/documents/edu-a-vt-portrait-of-a-graduate-with-performance-indicators.pdf> and local school or district guidance.

## Source citation

Vermont Agency of Education. A Vermont Portrait of a Graduate (Vermont Agency of Education) — the indicators printed in this planner. Vermont has adopted SHAPE America National Health Education Standards — adopted by the Vermont State Board of Education, December 2024 for this subject; that publisher does not release a citable code list, so no codes from it are printed here.. The State Board of Education adopted December 2024 the SHAPE America National Health Education Standards, which define what a student should know and be able to do. Vermont publishes no citable code list for this framework, so the indicators printed in this planner are drawn from A Vermont Portrait of a Graduate, the Agency of Education's own cross-cutting proficiency framework, which the Education Quality Standards and the Proficiency-Based Graduation Requirements both reference. Every code beginning "PoG." is a Portrait of a Graduate indicator, not a code issued by SHAPE America National Health Education Standards. Retrieved 2026-07-27 from <https://education.vermont.gov/sites/aoe/files/documents/edu-a-vt-portrait-of-a-graduate-with-performance-indicators.pdf>