

# Vermont 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            | Vermont                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Grade            | 6 (Middle)                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Subject          | Career Exploration / CTE                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Course category  | Career and Technical Education                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Standards family | Career and Technical Education                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Framework        | A Vermont Portrait of a Graduate (Vermont Agency of Education) — the indicators printed in this planner. Vermont has adopted Industry standards and State Board-approved program competencies across the 16 Career Clusters — the standards Vermont uses for this subject under the Education Quality Standards (State Board Rule series 2000) 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 — 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 -&gt; PoG.LA.1.a Learner Agency — Students take ownership of and drive their own learning.</b> — Act with focus, engagement, and perseverance.<br><b>PoG.WB.3.b Well-Being — Students have the knowledge necessary to make financially responsible decisions that</b> — Use a career plan to develop personal income potential. |
| 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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 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: PoG.LA.1.a, PoG.WB.3.b

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| 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: PoG.LA.1.a, PoG.WB.3.b

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| 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: PoG.LA.1.a, PoG.WB.3.b

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| 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: PoG.LA.1.a, PoG.WB.3.b

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| 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: PoG.LA.1.a, PoG.WB.3.b

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| 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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## Source citation

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