

Vermont 8 Physical 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	8 (Middle)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	A Vermont Portrait of a Graduate (Vermont Agency of Education) — the indicators printed in this planner. Vermont has adopted 2024 National Physical Education Standards (SHAPE America) — adopted by the Vermont State Board of Education, 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 — Serving in Net and Wall Games

Unit 3: Net, Wall and Striking Skills · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is a serve trying to achieve?
Standards	Serving for Distance and Accuracy -> PoG.WB.3.c Well-Being — Students have the knowledge necessary to make financially responsible decisions that — Apply reliable information and systematic decision-making to personal financial decisions.
Learning target	"I can serve with distance and accuracy in net and wall games."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will execute a proper serve for distance and accuracy for net and wall games in modified game play.

Success criteria (student-friendly)

- "I execute a consistent serve."
- "I place it accurately."
- "I use the serve to gain an advantage."

Academic vocabulary

serve, placement, consistency, net game, wall game, advantage

Materials and technology

- Whatever net or wall the school has
- Balls or shuttles
- Implements

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 consistent, placed serve used to gain an advantage.

Family communication

Ask your child where they aimed their serve.

Day 41 — Consistency Before Anything

Week 9, Day 1 · Unit 3 · Standards: PoG.WB.3.c

Focus	The foundation.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

TEACHER NOTE: ADAPTATION - a lower net, a shorter court, an underarm serve, a larger or slower object, or serving from a seated position all meet the standard. NO SPECIFIC SPORT IS NAMED; the source says 'net and wall games'. Connect: striking. Teach: that a serve that does not go in is worth nothing regardless of its quality, so consistency comes first. Try: shared practice. Apply: pupils serve for consistency. Reflect: count successful serves, not spectacular ones.

Check for understanding

Student executes a consistent serve.

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 — Putting It Where You Want

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

Focus	Accuracy.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: consistency. Teach: placement - aiming at zones rather than at 'in' - and the technical adjustments that move a serve around. Try: shared practice. Apply: pupils serve to three zones. Reflect: placement is what makes a serve a weapon rather than a restart.

Check for understanding

Student serves accurately to a chosen zone.

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 — Distance and Depth

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

Focus	The standard's other word.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: placement. Teach: varying depth as well as width, and why a deep serve limits the returner's options. Try: shared practice. Apply: pupils vary depth. Reflect: depth is the dimension most players ignore.

Check for understanding

Student varies the depth of a serve.

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 — Serving to Gain an Advantage

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

Focus	Application.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: depth and placement. Teach: choosing where to serve based on the opponent's position - which is the serve doing tactical work. Try: modified play. Apply: pupils play. Reflect: the point often starts being won at the serve.

Check for understanding

Student uses a serve to gain a tactical advantage.

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 — Week 9 Check: Serving

Week 9, Day 5 · Unit 3 · Standards: PoG.WB.3.c

Focus	Standard PoG.WB.3.c assessed.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: the week. Teach: the criteria - consistency, accuracy, depth, tactical use. Try: shared checking. Apply: pupils are observed. Reflect: recorded against 8-1.9.

Check for understanding

Student serves with distance and accuracy in modified play.

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 2024 National Physical Education Standards (SHAPE America) — adopted by the Vermont State Board of Education, 2024 for this subject; that publisher does not release a citable code list, so no codes from it are printed here.. The Vermont State Board of Education adopted the 2024 National Physical Education Standards to guide physical education curriculum development. 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 2024 National Physical Education Standards (SHAPE America). Retrieved 2026-07-27 from <https://education.vermont.gov/sites/aoe/files/documents/edu-a-vt-portrait-of-a-graduate-with-performance-indicators.pdf>