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# Virginia 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            | Virginia                                                  |
| Grade            | 5 (Elementary)                                            |
| Subject          | Health Education                                          |
| Course category  | Required / State or Local                                 |
| Standards family | Health Education                                          |
| Framework        | Virginia Standards of Learning                            |
| 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 — 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; 5.3 strand</b> — text |
| 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.                                                                                 |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| 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: 5.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: this week's standard.3 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: 5.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: 5.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: 5.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| 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: 5.3

|                   |                                                              |
|-------------------|--------------------------------------------------------------|
| Focus             | this week's standard.3 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: this week's standard.3 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

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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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