
Virginia 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	Virginia
Grade	6 (Middle)
Subject	Career Exploration / CTE
Course category	Career and Technical Education
Standards family	Career and Technical Education
Framework	Virginia's Workplace Readiness Skills for the Commonwealth
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 — 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	Safety as a Way of Working -> WRS 22 strand — text
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.
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 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: WRS 22

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: WRS 22

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: WRS 22

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: WRS 22

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: WRS 22

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

- 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 Virginia Department 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 Virginia Department 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://www.cteresource.org/resources/workplace-readiness-skills/> and local school or district guidance.

Source citation

Virginia Department of Education. Virginia's Workplace Readiness Skills for the Commonwealth. Virginia numbers these skills 1 to 22 and groups them in three categories -- Personal Qualities and Abilities, Interpersonal Skills, and Professional Competencies -- so the code WRS 14 is the number Virginia prints and the category is the strand. They are cited here rather than any course competency list because Virginia organises career and technical education by career cluster, seventeen of them, each holding named courses with their own grade levels and prerequisites; a course competency would assert a cluster and a course this row does not name, while the Workplace Readiness Skills are common to every Virginia CTE course. One distinction worth stating plainly: the Workplace Readiness Skills for the Commonwealth ASSESSMENT is a product of the Career and Technical Education Consortium of States, built with the Virginia Department of Education, and it is that examination and its badge which are sold. The skills listed here are the Virginia curriculum content the assessment is built on, and have been part of Virginia CTE since 1998. Retrieved 2026-07-27 from <https://www.cteresource.org/resources/workplace-readiness-skills/>