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# North Dakota 6 Social Studies

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            | North Dakota                                                            |
| Grade            | 6 (Middle)                                                              |
| Subject          | Social Studies                                                          |
| Course category  | Core                                                                    |
| Standards family | Social Studies                                                          |
| Framework        | North Dakota Social Studies Content Standards K-12 (2019, revised 2023) |
| Issuing agency   | North Dakota Department of Public Instruction                           |
| 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 — Religious Freedom as a Motive

### Unit 3: Faith, Trade and Slavery · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Who came for religious freedom, and freedom for whom?                                                                                                                                                                             |
| Standards          | <b>Religious Freedom as a Motive</b> -> C.6_12.4, C.6_12.1, C.6_12.2, C.6_12.3<br><b>Limits on Religious Freedom</b> -> C.6_12.1, C.6_12.2, C.6_12.3, C.6_12.4<br><i>8 standards this week; full text in the standards table.</i> |
| Learning target    | "I can explain religious freedom as a motive and the limits placed on it."                                                                                                                                                        |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                   |

### Measurable objectives

- Students will explain how the desire for religious freedom served as a motivation for establishing colonies.
- Students will summarise efforts to limit religious freedom in the colonies.

### Success criteria (student-friendly)

- "I explain the motive."
- "I give an example of a colony founded for it."
- "I describe a limit on it."

### Academic vocabulary

persecution, toleration, established church, dissent, conscience

### Materials and technology

- Notebooks
- Chart paper
- Map
- Teacher-selected sources
- 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

The motive explained alongside an accurate account of its limits.

### Family communication

Ask your child whether religious freedom meant freedom for everyone.

## Day 41 — Leaving to Worship

Week 9, Day 1 · Unit 3 · Standards: C.6\_12.4, C.6\_12.1, C.6\_12.2, C.6\_12.3

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | The motive.                                                                |
| Learning target   | "I can explain religious freedom as a motive and the limits placed on it." |
| Vocabulary in use | persecution, toleration, established church                                |
| Local date        | _____                                                                      |

### Learning sequence

Connect: reasons for migration in Week 4. Teach: how persecution in Europe pushed groups to establish colonies where they could worship as they chose. Try: shared study. Apply: pupils explain one case.

### Check for understanding

Student explains religious freedom as a founding motive.

### 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 — Freedom for Whom

Week 9, Day 2 · Unit 3 · Standards: C.6\_12.4, C.6\_12.1, C.6\_12.2, C.6\_12.3

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | The complication.                                                          |
| Learning target   | "I can explain religious freedom as a motive and the limits placed on it." |
| Vocabulary in use | persecution, toleration, established church                                |
| Local date        | _____                                                                      |

### Learning sequence

Connect: the motive. Teach: that several colonies founded by people fleeing persecution then restricted worship themselves, and that both facts belong in the account. Try: shared examination. Apply: pupils state both. Reflect: this week's standard exists precisely because the story does not stop at the motive.

### Check for understanding

Student states both the motive and a restriction.

### 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 — Established Churches

Week 9, Day 3 · Unit 3 · Standards: C.6\_12.4, C.6\_12.1, C.6\_12.2, C.6\_12.3

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | How limits worked.                                                         |
| Learning target   | "I can explain religious freedom as a motive and the limits placed on it." |
| Vocabulary in use | persecution, toleration, established church                                |
| Local date        | _____                                                                      |

### Learning sequence

Connect: restrictions. Teach: what an established church was and how taxation and office-holding rules enforced conformity. Try: shared analysis. Apply: pupils describe a mechanism.

### Check for understanding

Student explains one mechanism that limited religious freedom.

### 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 — Dissenters

Week 9, Day 4 · Unit 3 · Standards: C.6\_12.4, C.6\_12.1, C.6\_12.2, C.6\_12.3

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | Those excluded.                                                            |
| Learning target   | "I can explain religious freedom as a motive and the limits placed on it." |
| Vocabulary in use | persecution, toleration, established church                                |
| Local date        | _____                                                                      |

### Learning sequence

Connect: establishment. Teach: what happened to those who dissented, described accurately and without dramatisation. Try: shared study. Apply: pupils record. Reflect: NO ROLE-PLAY, NO ASSIGNED SIDES; sources are read and weighed.

### Check for understanding

Student describes the treatment of dissenters from evidence.

### 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 — Holding Both Facts

Week 9, Day 5 · Unit 3 · Standards: C.6\_12.4, C.6\_12.1, C.6\_12.2, C.6\_12.3

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | this week's standards assessed.                                            |
| Learning target   | "I can explain religious freedom as a motive and the limits placed on it." |
| Vocabulary in use | persecution, toleration, established church                                |
| Local date        | _____                                                                      |

### Learning sequence

Connect: the week. Teach: writing an account that holds the motive and the limits together without excusing either. Try: shared drafting. Apply: pupils write. Reflect: this week's standards recorded; this connects forward to the First Amendment in Week 31.

### Check for understanding

Student writes an account holding both facts.

### 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.
- Standards were transcribed from the official source.
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## Source citation

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