

Utah 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	Utah
Grade	6 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Utah Core Standards
Issuing agency	Utah State Board 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 — 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	Religious Freedom as a Motive -> 6.1.4 Sixth Grade Strand 1: — Identify some of the economic systems and technologies (for example, irrigation, writing systems, farming techniques, trading and bartering, coins and currency) created by three civilizations found in different regions of the world, and categorize how they met specific human needs or wants. Limits on Religious Freedom -> 6.2.5 Sixth Grade Strand 2: Globalization — Critique how and why systems of governance took steps to ward self-rule during the post-classical period (for example, the rise of the merchant class, Magna Carta, feudalism in Europe and Japan).
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.

Support area	This week's plan
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

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: 6.1.4, 6.2.5

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: 6.1.4, 6.2.5

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: 6.1.4, 6.2.5

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: 6.1.4, 6.2.5

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: 6.1.4, 6.2.5

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

- 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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