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| | EXCEEDS EXPECTATIONS (E) | SATISFACTORY (S) | PROGRESSING (P) | UNSATISFACTORY (U) |
|-------------------------|--|---|--|--|
| ACADEMIC ACHIEVEMENT | • Exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Meets or exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Exceeds some standards for grade level. • Exceeds some standards for grade level. | • Exceeds none of standards for grade level. • Exceeds none of standards for grade level. |
| WORK ETHIC | • Exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Meets or exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Exceeds some standards for grade level. • Exceeds some standards for grade level. | • Exceeds none of standards for grade level. • Exceeds none of standards for grade level. |
| ATTENTION | • Exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Meets or exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Exceeds some standards for grade level. • Exceeds some standards for grade level. | • Exceeds none of standards for grade level. • Exceeds none of standards for grade level. |
| REACTION TO FRUSTRATION | • Exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Meets or exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Exceeds some standards for grade level. • Exceeds some standards for grade level. | • Exceeds none of standards for grade level. • Exceeds none of standards for grade level. |
| ATTITUDE TOWARD PEERS | • Exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Meets or exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Exceeds some standards for grade level. • Exceeds some standards for grade level. | • Exceeds none of standards for grade level. • Exceeds none of standards for grade level. |
| ATTITUDE TOWARD TEACHER | • Exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Meets or exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Exceeds some standards for grade level. • Exceeds some standards for grade level. | • Exceeds none of standards for grade level. • Exceeds none of standards for grade level. |
| BEHAVIOR | • Exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Meets or exceeds all or most standards for grade level. • Exceeds all or most standards for grade level. | • Exceeds some standards for grade level. • Exceeds some standards for grade level. | • Exceeds none of standards for grade level. • Exceeds none of standards for grade level. |

| STRENGTHS: | PLANNING FOR SUCCESS: |
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| Lesson Plan Template | |
|----------------------|------------|
| Unit: | Title: |
| Objective(s): | |
| Standard(s): | |
| Essential Questions: | |
| Vocabulary: | Materials: |

6th grade lesson plan for social studies class 6. 6th social lesson plan. Social studies lesson plan for 6th grade. Lesson plan for social studies class 6 pdf. Social studies lesson plan for 6th grade pdf.

In the sixth grade, the focus for social studies turns to the world. Identify representative people from selected revolutions (e.g. Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, Anton Van Leeuwenhoek). When distributing these materials, credit should be given to Utah State Board of Education. The eras are: Exploration and Colonization, Beginnings of Self-Government, the Constitution and Bill of Rights, the Expansive 19th Century, and The United States on the World Stage. Utah Core Á AcÁÁÁÁ Á Curriculum Search Á AcÁÁÁÁ Á All Social Studies Lesson Plans Á AcÁÁÁÁ Á USBE Social Studies website Social Studies - 6th Grade Course Preface Printable Version (pdf) Course Introduction In the third grade, students built conceptual understandings of community, culture, and government. Standard 2 Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times. Examine the outcomes of selected revolutions (e.g. the Scientific and Industrial revolutions, the Reformation, the French Revolution). World history has multiple examples of revolutionary times and revolutionary ideas and movements, but the era from 1750 to 1914 provides several strong examples of change in different arenas. Objective 1 Explain why physical geography affected the development of early civilizations. Explain the influence of religion on cultural expression (e.g. the arts, architecture, government, education, family structure). Compare individual rights of people in the United States today with the rights of selected groups in the Middle Ages and the Renaissance (e.g. serfs, nobility, merchant class). The technological and economic impact of the industrial revolution meshed with the rise of new political ideologies and the rise of European dominance. Students who appreciate the sacrifices that have been made in the past and understand the challenges that lie ecanatropmi eht erolpxE .etaerc ew ecanarevog dna .ytirohtua .rewop fo smetsys eht dna .erahs lla ew seililbisnopser dna sthgir eht .emit revo egnahc dna ytunintoc fo sessecorp eht .ssendetceennocretmi labolf fo specnoc gnihcrcarevo eht ot noitnetta htiv .yrots siht "revocnu" dna "revocsid" dluohs stneduts .rehtaR .yrotsiH rof sdradnatS lanoitaN eht fo krowemarf gnizilagro eht fo noitacifdom a ni sare otni detarapes .krowemarf lacigolonorbh a ni detneserp si eroc edarg hftif eht .dehsiruofl snoitazilvic tmeicna erehw snoger eht fo serutael lacisyhp rojam eht yftinedi .) setats-ylc .sronam .msiladuof .sebilt cinamreG .htaæl kcalB eht fo tcapmi eht .salc tnahcrem eht fo esir eht .g.ei .tnemrevog fo smetsys no eceulfini rieht dna saedi dna stneve tnaacifngis neewteb spishmoltaler enimaxE .yllacitameht seiduts laicos gnihcaet eduloerp ton seod siht .scimonose dna .ygotoporhtna .yhpargoeg gnidulcni .senlipicsid seiduts laicos eht la fo tub yrotsih fo ymo ton senerawa troppus pleh nac .snoiger fo yteirav a morf snoitazilvic neewteb snosirapmoC .sdradnats etats nitw mulucirruac ruo erapmoc ot ro redmif ytivitca eht gnisu seitivitca cificeps esoohc ot .gninnalp delatied erom rof ecrosser a sa egap siht esu netfo srebmeM .semit nredom ot enaveler sti dna ecnassianer eht dna segA elddiM eht ni noiglier fo ecanatropmi eht erolpxE 2 evitcejBo ddaR kiis eht .g.ei .eporuE dna .tsaE elddiM eht .aisA neewteb segnahcxe larutlic tnatluser eht dna dnaI dna .aes .tresed eht aiv edart lanoitanretni fo tnempoleved eht ebircseD .dlrow s 'yadot ni ecanarevog fo smetsys gnitsix of smrof esoht erapmoC .tnemrevog evitanteserper ot lartnec seililbisnopser dna sthgir eht erolpxe ot nageb yehT .)stroffe gnisiardnuf .seiohc reerac .gnitirw rettel .noitavresnoc ecrosser dna ygrene .sloohcs retsis rof troppus .g.ei sthgir eseht tceorp ot ekat nac stneduts laudiveidni spets esoporp .tneserp eht ni snoisiced retetteb ekam nac Religion in the cultural expression of ancient civilization (eg customs, artist expressions, stories of creation, architecture of sacred spaces). Just as there is no way possible to learn about all the facets of the United States, there is no way to learn about the world has to offer. Identifying and comparing how revolutions develop into human life (eg. scientific, agricultural, industrial, controversy, mom). Compare the relationships between the Christian, Christian and Jewish religions during the age, the Renaissance and the Modern World (eg Crusades, Pernons of Peaceful Convivia, Pernons of Conflict). Objective 2 To evaluate how religion played a central role in human history since ancient times today. Teach specific operating skills with this free book sampler. Objective 2 Explore the current global questions that face the modern world and identify possible solutions. Identify the main events, ideas, and dials of the twentieth century (for example, World War I, World War II, Cold War, Korean and Vietnamese conflicts, dynamic dynamic economies). Identify forms of government within these civilization. These materials were produced by and for utah state teachers. The global forms of revolution created changes that still resonate to today. Skills targeted include: planning, organization, time management, task initiation, work memories, metacognition, self-control, sustained attention, flexibility and perseverance. They have learned basic geographical terms and necessary geographical characteristics for human settlement and success. The class plans below provide a detailed list of the Sixth Degree Social Studies Current, with brief descriptions of activities and notes of learning activities (LA). THE e e saferat arap avitamisre ed opmet .sair;Aid oeÁÁAcifirev ed satsil .ovitucexe otmemanoicunuf erbos sepÁÁAmrofini .ovitucexe otmemanoicunuf ed oir;Ánoitsequ mu moc ovitucexe otmemanoicunuf ed odaÁÁnava ohlabart ed onredac uem od artsona amu iulcni otituary Aligned with the payment of Attention 2 This is the 22 unit grades that print for students who need assist and support for professionals. Instead, students will continue on their life journey throughout their lives with a study of people and places around the world from a variety of history. In the fourth, students are based on these fundamental concepts that they learn about the current state of Utah. If you are just learning about Time4learning, we suggest first look at our interactive class demonstrations. Objective 1 Understand the revolution processes examine social, religious, and econhamic issues that can lead to revolution. Compare maps of these old civilization with current policy maps and infermates on the containing effects of fanic geography on cultural development. Identify natural and characteristic resources that affected expansion. Examine evolution and the importance of writing. Documents and literature of the first source that reports the stories of exemplary alman and life skills help students understand their own place in the containing saga of the rich. These notes cover the expansion of knowledge, technological innovation and global interconnectivity triggered in changes that still resonate today. Students study history, government, economy, culture, and geography to build their understanding of the past and Utah's present, in addition to making inferences about the future of Utah. Chronology helps reinforce the essential understandings of time, continuity and change, and is intended to help build a conceptual scaffold for future studies. These notes chronologically follow my subject, energy and the environmental unit that offers in the TPT. These materials cannot be published in whole or in part, or in any other format, without the written permission of the Board of Education Estado de Utah, 250 East 500 South, PO Box 144200, Salt Lake City, Utah 84114-4200. Analisis Analisis 2 1 evitcejBo .dradnats tsrif eht ni deenerfer era snoitazilvic tmeicna .krowemarf lacigolonorbh a nhtiw detcurtsnoc si eroc edarg htixis eht .esu moorsalle dna rehcaet rof decudor yalser, .hin' hin' hin' hin' hin' hin' ereht hrow nredom eht fo portkcab eht tsniag .) and .Civilizations. By framing the history of the United States in understandable sections, students will be supported in their own cognitive development. Social study students should know and use: environment, pollution, political turbulence, poverty, hunger, child labour, conservation - in partnership with the Utah State Education Council (USBE) and the Utah Higher Education system (USHE). Send questions or comments to USBE Specialist - Robertárin Austin and see the social study site. Identify the leading Renaissance artists and thinkers and their contributions to visual arts, writing, music and architecture (e.g. Maquiavel, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis). Reference: The modern world witnessed an incredible change in global trade, the spread of democracy, the influence of technology, an increase in environmental awareness and advances in human knowledge. Objective 3 Examine how governance systems started the steps towards the automatic rule during the Middle Ages and the Renaissance. Social studies should be fun and intriguing for all students and provide opportunities to make important lifelong connections between the past, the present and the future. Students will learn about the selected regions of the world and the societies that formed there, learning about their governance systems, the rights and responsibilities they maintain, how their societies have changed and continued with time and how these regions are interconnected.e Under the heading of these interconnected times, students will be able to explore the essential ideas and events of each time. In the fifth series, students will expand the study of history, government, economics and geography while studying the United States. The most important goal: a thrill of well lived life, wonder, research, delight and perplexity arefor significant learning in social studies. Central Standard Standards of Course Patter 1 1 will understand how ancient civilizations developed and how they contributed to the current state of the world. Identify individuals and groups making positive changes in the world today and support these choices with evidence. Objective 3 Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations. Describe how these features influenced the success or decline of the civilizations. There is neither an intention nor a possibility of successful "coverage" of all of United States history and geography or all of the social, economic, and political movements that have helped create the story of America. Objective 3 Determine human rights and responsibilities in the world. Students will enlarge their world connections as they trace the global travels of people from many diverse cultures who now call Utah home. Standard 3 Students will understand how revolutions have had an impact on the modern world. Students will compare institutions common to all societies such as government, education, and religious institutions. Students enrolled in sixth grade social studies will have access to both fifth and seventh grade social studies lessons as part of their membership, so they can move ahead or review at their own pace. Social studies language students should know and use: international trade, cultural exchange, renaissance, middle ages, merchant, feudalism, manor, city-state, Magna Carta, moveable type, literacy Benchmark: When people think of revolution, most of us think of armed conflict. Objective 4 Analyze how the earliest civilizations created technologies and systems to meet community and personal needs. needs.

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