

Mastery Information			Comp./ Obj. #	DOK	Progress Chart Social Studies – Grade 6th
Date	+	-			
					<b>Domestic Affairs</b>
			<b>1</b>		<b>1. Understand the responsibilities, duties, and functions of all three branches of government on a federal, state, and local level.</b>
			<b>1a</b>	<b>1</b>	a. Differentiate among the three branches of government at the federal, state, and local level. (DOK 1)
			<b>1b</b>	<b>2</b>	b. Explain and analyze the concepts of separation of powers and checks and balances among the three branches of state and national governments. (DOK 2)
			<b>1c</b>	<b>2</b>	c. Research and summarize how the electoral process works in the United States government. (DOK 1)
					<b>2. Understand individual and civic duties and responsibilities of citizens of the United States.</b>
			<b>2a</b>	<b>1</b>	a. Explain and give examples of the differences between natural-born citizens, naturalized citizens, and non-citizens. (DOK 1)
			<b>2b</b>	<b>1</b>	b. Differentiate between individual and civic duties/responsibilities of American citizens (e.g., Individual- respect for the rights of others, self-discipline, negotiation, compromise; Civic- respect for the law, patriotism, participation in the political process). (DOK 1)
					<b>3. Understand how the United States can benefit by individual and collective participation and by public service.</b>
			<b>3a</b>	<b>2</b>	a. Investigate and discuss examples of how citizens participate in the political process. (DOK 2)
			3b	3	b. Explore and formulate a plan for civic and community action (e.g., recycling, supporting the military and veterans, helping the elderly, etc.). (DOK 3)
					<b>Global Affairs</b>
			4		<b>4. Understand the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.</b>
			4a	3	

				a. Analyze information using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 3)
		<b>4b</b>		b. Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns. (DOK 3)
		5		<b>5. Understand the processes that shape the physical environment, including long-range effects of extreme weather phenomena and human activity (e.g., ocean and atmospheric circulation, movements of the sun, moon, and Earth, hurricanes, erosion, pollution, deforestation, etc.).</b>
		5a	2	a. Compare and contrast the effects that human activity has on ecosystems throughout time. (DOK 2)
		5b	3	b. Analyze positive and negative effects that natural and human phenomena have on societies throughout the world. (DOK 3)
		5c		c. Assess and describe how governments and people prepare for natural disasters. (DOK 2)
				<b>Civil Rights/Human Rights</b>
		<b>6</b>		<b>6. Understand the influences of historical documents (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Constitution, the Bill of Rights, the Emancipation Proclamation, etc.), events, and social movements on the rights of American citizens.</b>
		<b>6a</b>	<b>2</b>	a. Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American Democracy. (DOK 2)
		6b	3	b. Analyze how various philosophers influenced the writing of America’s historical documents. (DOK 3)
		6c	3	c. Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)
		6d	3	d. Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.). (DOK 3)







