

6th Grade Social Studies Blueprint

Part I (Extended Response) – 12 points total

	# of items	# of Score Points
Content		8
<ul style="list-style-type: none"> • Human Origins and the Emergence of Civilizations • Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel • Ancient Greece to 300 B.C. * • Ancient Rome to C.E. 500 * 	1 Extended Response item will be drawn from these standards	
Literacy		4
<ul style="list-style-type: none"> • Literacy in Social Studies 	The 1 Extended Response item listed above will be scored for both content and literacy	
Total	1	12

*Not applicable for the 2015-2016 Extended Response. See below for exact standards that are included.

Part II (Selected Response) - 48 points total

	# of items	% of Part II
Content		
<ul style="list-style-type: none"> • Human Origins and the Emergence of Civilizations • Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel • Ancient Greece to 300 B.C. • Ancient Rome to C.E. 500 	3-5 24-26 9-11 9-11	5-11% 49-55% 17-23% 17-23%
Literacy		
<ul style="list-style-type: none"> • Literacy in Social Studies 	0	0%
Total	48	100%

Overall (Part I and Part II) – 60 points total

	# of items	% of Test
Content		90-95%
<ul style="list-style-type: none"> • Human Origins and the Emergence of Civilizations • Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel • Ancient Greece to 300 B.C. • Ancient Rome to C.E. 500 	3-5 24-26 9-11 9-11	5-11% 49-55% 17-23% 17-23%
Literacy		

• Literacy in Social Studies	1	5-10%
Total	49	100%

Additional Notes:

*Part I will consist of an extended response item which will ask students to write an essay based on stimuli such as maps, primary source documents and informational texts. These items will be scored using the rubrics that were created by Tennessee teachers and content area experts, and based on scoring guidelines established by teachers during the rangefinding process.

*Part II will consist of 58 selected response items. Selected response items for the 2015-2016 year will consist of multiple choice items, but in the future may include having multiple answers. 48 of these items will be operational items that will be scored, and will be worth 1 point each. 10 items will be field test items for use on future forms and will not be factored into student scores.

*The assessment will have 60 score points total. The Part I extended response item is worth 12 points (approx. 20%), with 8 based on content and 4 based on literacy. Part II consists of 48 operational selected response items that are worth 1 point each, for a total of 48 points (approx. 80%). Students will receive 1 comprehensive score that includes information about their performance on both parts of the assessment.

* Even if a standard is covered in the Extended Response section, it can still be covered in the Selected Response section.

6th Grade Blueprint for Part I
(1 Extended Response Item)

Note: In response to feedback from educators, extended response items for the 2015-16 assessment will be drawn from the first 50% of all 6th grade standards and will stop at standard 6.36. A decision about including additional standards in future years will be made and communicated based on feedback and review of student performance.

Category	Standards		# of Items	# of Score Points
Content/Literacy: (For the 2015-16 operational assessment, Extended response item will align to one standard drawn from this list. In future years items may align to multiple standards, and this will be clearly indicated in all design documents)	6.2	Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).	1	12 (8 points from content, 4 points from literacy)
	6.3	Explain the importance of the discovery of metallurgy and agriculture.		
	6.14	Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").		
	6.16	Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.		
	6.18	Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.		
	6.27	Write a narrative text describing how Siddhartha Gautama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central .Asia as a new religion.		
	6.32	Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.		
	6.35	List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China.		

	6.36	Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.		
	6.37	Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.		
	6.45	Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.		
	6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing rule of law.		
TOTALS			1	12

6th Grade Blueprint for Part II

Category	Standards		# of Items
Reporting Category 1: Human Origins and the Emergence of Civilizations	6.4	Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	3-5
	6.5	Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization.	
	6.6	Identify and explain the importance of the characteristics of civilizations, including: the presence of geographic boundaries and political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities the existence of social classes; developed systems of religion, learning, art, and architecture; a system of record keeping; and technology.	
	6.7	Recognize time designations and the abbreviations, including: B.C., B.C.E., A.D., C.E., circa (c. or ca), decades, centuries, prehistoric, and historic.	
Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel	6.8	On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee, and explain why the region is referred to as the Fertile Crescent.	24-26
	6.9	Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi.	
	6.11	Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.	
	6.12	Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations.	
	6.13	Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals).	
6.15	On a historical map, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan.		

Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel	6.17	Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.	24-26
	6.19	Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.	
	6.21	Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt.	
	6.23	Locate and describe the Himalayas and the major river systems, including Indus and Ganges, and evaluate the importance of each.	
	6.25	Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.	
	6.26	Outline the social structure of the caste system and explain its effect on everyday life in Indian society.	
	6.28	Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka.	
	6.29	Identify the important aesthetic and intellectual traditions, including: Sanskrit literature, including the <i>Bhagavad-Gita</i> , <i>Ramayana</i> , and the <i>Mahabharata</i> ; medicine; metallurgy; and mathematics, including Hindu- Arabic numerals and the zero.	
	6.30	Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert.	
	6.31	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty.	
	6.32	Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.	
	6.34	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	
	6.37	Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.	
	6.39	On a historical map of the Mediterranean Sea, Jordan River, and Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt.	

Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel	6.40	Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history.	24-26
	6.41	Describe the monotheistic religion of the Israelites, including: the belief in one God (monotheism), the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that all people must adhere to the same moral obligations, whether ruler or ruled, and the Torah and the Hebrew Bible as part of the history of early Israel.	
	6.42	Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 B.C./B.C.E. and the building of the first temple by Solomon.	
	6.43	Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire.	
	6.45	Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 A.D./C.E., and the renaming of the country by the Romans.	
Reporting Category 3: Ancient Greece to 300 B.C	6.46	On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 B.C./B.C.E.. On a contemporary map, trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras.	9-11
	6.47	Explain how the geographical location of ancient Athens and other city- states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.	
	6.48	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship.	
	6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the “polis” or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law.	
	6.50	Compare and contrast life in Athens and Sparta.	
	6.51	Compare and contrast the status of women and slaves between Athens and Sparta.	
	6.52	Analyze the causes, course, and consequences of the Persian Wars.	

Reporting Category 3: Ancient Greece to 300 B.C	6.53	Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.	9-11
	6.54	Explain the rise of Alexander the Great and the spread of Greek culture.	
	6.58	Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured.	
Reporting Category 4: Ancient Rome to C.E. 500	6.60	On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 A.D./C.E.	9-11
	6.61	Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.	
	6.62	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus.	
	6.63	Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty.	
	6.64	Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire: Military organization, tactics, and conquests and decentralized administration; the purpose and functions of taxes; the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes; and the benefits of a Pax Romana.	
	6.68	Describe the origins and central features of Christianity: monotheism; the belief in Jesus as the Messiah and God's Son; the concept of resurrection; the concept of salvation; belief in the Old and New Testaments; the lives, teachings, and contributions of Jesus and Paul; and the relationship of early Christians to officials of the Roman Empire.	
	6.69	Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes.	
	6.71	Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.	
TOTALS			48

Note: Following field testing and a review of student performance by Tennessee teachers in summer 2015, it was determined that the following standards at this grade level will not be assessed via selected response. As a result they are not included in the above Part II blueprint, but still represent important content for students to master. Standards in bold can be assessed via extended response on Part I :

6.1, **6.2, 6.3**, 6.10, **6.14, 6.16, 6.18**, 6.20, 6.22, 6.24, **6.27**, 6.33, **6.35, 6.36**, 6.38, 6.44, 6.55, 6.56, 6.57, 6.59, 6.65, 6.66, 6.67, 6.70, 6.72