

**NM** Public Education Department

# SOCIAL STUDIES: 6th Grade

END-OF-COURSE EXAM | GRADE 6 | YEAR 17–18

ASSESSMENT BLUEPRINT

# **Purpose Statement**

## **Grade 6 Social Studies**

*The Grade 6 Social Studies End-of-Course (EOC) Exam is intended to measure student proficiency of the New Mexico Social Studies Standards. This course-level exam is provided to all students who have completed a course in 6<sup>th</sup> Grade Social Studies.*

**This exam can be given for the following STARS course codes:**

- 2716 - 6th Grade Social Studies
- 2704 - World History Overview

*Intended as a final exam for the course, this is a summative exam covering a range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.*

***“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”***

During the 2016-17 school, year teachers were brought together in person and online to revise the blueprints. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

**NMPED wants to especially recognize the following person(s) who led the revision for this blueprint:**

- Ellen Virden, Content Lead & Lead Reviewer, Consultant, REC IX
- Connie Hudgeons, Albuquerque Public Schools

## Explanation of Blueprint & Test Specifications Table

Standard/Benchmark	Test Item Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico State Social Studies Standards <a href="http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%209-12.pdf">http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%209-12.pdf</a></p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam using the following criteria: 1) a great deal of instructional time is spent on the standard as identified in the curriculum and/or; 2) the standard is important to subsequent learning.</p> <p><i>It is important to note that the standards in the blueprint are only a <b>subset</b> of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</i></p>	<ul style="list-style-type: none"> <li>• This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.</li> <li>• Although the standard may be broader, the item specifications may place constraint on portions of the standards in order to provide more transparency as to what specifically will be measured relative to the standard.</li> <li>• Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</li> <li>• Topics and terms in <b>bold</b> will be emphasized on the exam.</li> </ul>
	<p><b>Item Types:</b></p> <p>The item types for this EOC exam are limited to: MC= Multiple Choice with or without stimulus (e.g., political cartoons, primary/secondary sources, diagrams, charts, timelines)</p>
	<p><b>Sample Question(s):</b></p> <p>Sample questions have been provided to assist teachers to correlate the questions with the performance standards and the test item specification, when applicable.</p> <ul style="list-style-type: none"> <li>• An * denotes the correct answer</li> <li>• DOK = Depth of Knowledge</li> <li>• Some sample questions may be released items from prior EOC exams</li> </ul>

## Blueprint and Specifications Table for Grade 6 Social Studies

STRAND/BENCHMARK	STANDARDS WITH TEST SPECIFICATIONS
<p> <b>History.I.1-C.6.1a</b>  <b>History.I.1-C.6.1b</b>  <b>History.I.1-C.6.1c</b>  <b>History.I.1-C.6.1d</b>  <b>History.I.1-C.6.1e</b> </p> <p><b>Strand: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p><b>Benchmark 1-C.</b> World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:</p>	<p><b>Performance Standard with Test Specifications:</b></p> <p>1. describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:</p> <ol style="list-style-type: none"> <li>a. significance of river valleys; early irrigation and its impact on agriculture;</li> <li>b. forms of government (e.g., the theocracies in Egypt, dynasties in China);</li> <li>c. effect on world economies and trade;</li> <li>d. key historical figures;</li> <li>e. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);</li> </ol> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast ancient writing systems (i.e., hieroglyphics, cuneiform)</li> <li>● Identify contributions of Hammurabi and Confucius</li> <li>● Identify purposes of ancient structures (i.e., pyramids, ziggurat)</li> <li>● Add Great Wall to e.g. list under (e)</li> </ul>
	<p><b>Item Type:</b></p> <p><i>MC with or without stimulus</i></p>
	<p><b>Practice Question: History.I.1-C.6.1e</b></p> <p>Read the passage and answer the question.</p> <p style="text-align: center;"><i>Ziggurats in Mesopotamia</i></p> <p><i>Ziggurats were massive structures built mostly in ancient Mesopotamia. Ziggurats were terraced step pyramids with multiple stories or levels. The Mesopotamian ziggurats were not places for public worship or ceremonies.</i></p> <p><i>Mesopotamians believed that these pyramid temples connected heaven and earth. They were</i></p>

	<p><i>thought to be homes for the gods. Only priests were allowed on the ziggurat. It was their responsibility to care for the gods and attend to their needs.</i></p> <p><i>One practical purpose of the ziggurats was to be a high place where the priests could escape from the annual river flooding. The ziggurat was often the central architectural feature around which a city was built.</i></p> <p>According to the passage, why did Mesopotamians build large, pyramid-like structures?</p> <p>A. as a place to bury the dead  B. to bring heaven and earth closer together *  C. as a place to hold public ceremonies  D. to serve as the palace for the ruler</p> <p>DOK 1</p> <p><i>This item was released from the NMPED EOC 2016-17 operational form.</i></p>
<p><b>History.I.1-C.6.2a</b>  <b>History.I.1-C.6.2c</b>  <b>History.I.1-C.6.2d</b></p> <p><b>Strand: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p>	<p><b>Standard with Test Specifications:</b></p> <p>2. describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include:</p> <p>a. location and description of the river systems and other topographical features that supported the rise of this civilization;  c. structure and function of the caste system;  d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Item Type:</b>  <i>MC with or without stimulus</i></p> <p><b>Practice Question: History.I.1-C.6.2c</b>  What was the name of the system developed in ancient India that strictly divided classes of people?</p>

<p><b>Benchmark 1-C. World:</b> compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:</p>	<p>A. dharma  B. citadel  C. caste *  D. hierarchy  DOK 1  <i>This item was released from the NMPED 2016-17 operational form.</i></p>
<p><b>History.I.1-C.6.4</b></p> <p><b>Strand: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p><b>Benchmark 1-C. World:</b> compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:</p>	<p><b>Standard with Test Specifications:</b></p> <p>4. Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs)</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast major world religions</li> <li>● Identify characters of major world religions</li> </ul> <p><b>Item Type:</b>  <i>MC with or without stimulus</i></p> <p><b>Practice Question:</b></p> <p>What do both Hindus and Buddhists believe?</p> <p>A. that Jesus Christ is their savior  B. the law of karma and reincarnation *  C. the Four Noble Truths  D. the idea of baptism  DOK 2  <i>This item was released from the NMPED EOC 2016-17 operational form.</i></p>
<p><b>History.I.1-C.6.6b</b>  <b>History.I.1-C.6.6c</b>  <b>History.I.1-C.6.6d</b></p>	<p><b>Standard with Test Specifications:</b></p> <p>6. compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to</p>

<p><b>History.I.1-C.6.6e</b></p> <p><b>Strand: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p><b>Benchmark 1-C. World:</b> compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:</p>	<p>include:</p> <p>b. reasons for the fall of the Roman Empire</p> <p>c. new forms of government, feudalism and the beginning of limited government with the Magna Carta;</p> <p>d. role of the roman catholic church and monasteries;</p> <p>e. causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, <b>Marco Polo</b>).</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Identify hierarchy of feudal system</li> </ul>
<p><b>History.I.1-D.6.1</b></p> <p><b>Strand: History</b></p> <p><b>Content Standard I:</b> Students are able to identify important people and events in order to analyze</p>	<p><b>Item Type:</b> <i>MC with or without stimulus</i></p> <p><b>Practice Question: History.I.1-C.6.6e</b></p> <p>How did the Black Plague affect Medieval Europe?</p> <p>A. It weakened the feudal system. *</p> <p>B. It ended the Crusades.</p> <p>C. It improved the health care system.</p> <p>D. It increased the general population.</p> <p>DOK 1</p> <p><i>This item was released from the NMPED 2016-17 operational form.</i></p> <p><b>Standard with Test Specifications:</b></p> <p>1. organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions;</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Question will focus on interpretation of the <i>main idea</i> of a text</li> </ul>

<p>significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience</p> <p><b>5-8 Benchmark 1-D.</b> Skills: research historical events and people from a variety of perspectives:</p>	<p><b>Item Type:</b> <i>MC = multiple choice with stimulus</i></p>
	<p><b>Practice Question:</b></p> <p>The passages below are from the <i>Code of Hammurabi</i> which dates back to Babylonia around 1754 BC:</p> <p><i>If any one ensnare another, putting a ban upon him, but he cannot prove it, then he that ensnared him shall be put to death.</i></p> <p><i>If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of his house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take possession of the house that had belonged to his accuser.</i></p> <p><i>If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense charged, be put to death.</i></p> <p><i>Source: <a href="http://avalon.law.yale.edu/ancient/hamframe.asp">avalon.law.yale.edu/ancient/hamframe.asp</a></i></p> <p>After reading the passages from the <i>Code of Hammurabi</i> , what interpretation can be made about law in Ancient Babylonia?</p> <ul style="list-style-type: none"> <li>A. The law was forgiving, making sure people often got second chances.</li> <li>B. The law allowed for the judge to decide the punishment of those who were guilty.</li> <li>C. The law was very precise, and if a person was found guilty, the punishment was stated.*</li> <li>D. The law often favored the person who was accused of the crime.</li> </ul> <p>DOK 1</p>

<p><b>Civics.III.3-A.6.1</b> <b>Civics.III.3-A.6.2</b></p> <p><b>Strand: Civics and Government</b></p> <p><b>Content Standard III:</b> Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <p><b>Benchmark 3-A:</b> demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):</p>	<p><b>Standards with Test Specifications:</b></p> <ol style="list-style-type: none"> <li>1. describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world; and</li> <li>2. describe the concept of republic as developed by the Romans and compare to other republican governments.</li> </ol> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Identify influences of Greek government that are still in existence today</li> <li>● Know the roles of Roman society/hierarchy</li> </ul>
<p><b>Geography.II.2-A.6.1</b> <b>Geography.II.2-A.6.2</b></p> <p><b>Strand: Geography</b></p> <p><b>Content Standard II:</b> Students understand how physical, natural, and cultural processes influence where people live, the ways in which</p>	<p><b>Standards with Test Specifications:</b></p> <ol style="list-style-type: none"> <li>1. Identify the location of places using latitude and longitude.</li> <li>2. Draw complex maps from memory and <b>interpret</b> them to answer questions about the location of physical features</li> </ol> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Interpret map data</li> <li>● Know cardinal directions when traveling from one location to another</li> <li>● Questions on longitude and latitude on the exam will use the following Robinson</li> </ul>

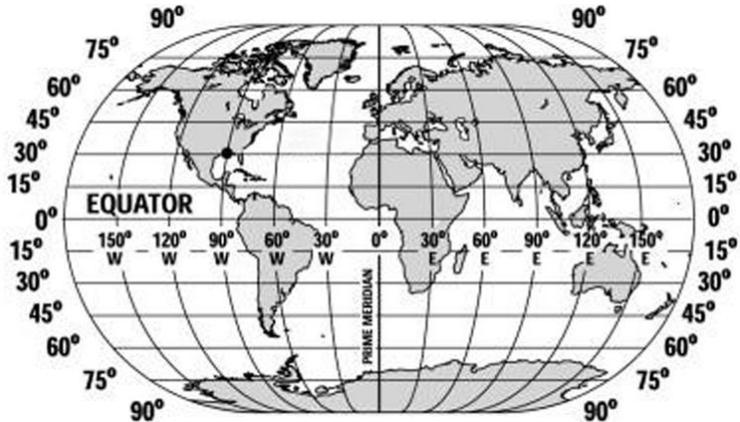
**Item Type:**  
*MC with or without stimulus*

**Practice Question: Civics.III.3-A.6.1**

Given the early civilizations below, which country’s government system was an example of direct democracy?

A. China  
B. Mesopotamia  
C. Athens \*  
D. India

DOK 1

<p>people live, and how societies interact with one another and their environments.</p> <p><b>Benchmark 2-A:</b> Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:</p>	<p>projection map as shown in the sample question</p>
	<p><b>Item Type:</b> <i>MC with or without a stimulus</i></p>
	<p><b>Practice Question:</b></p>  <p>What continent is located at 0°, 60°W?</p> <p>A. Asia B. Africa C. North America D. South America *</p> <p>DOK 1</p> <p><i>This item was released from the NMPED EOC 2016-17 operational form.</i></p>
<p><b>Economics.IV.4-C.6.1</b></p>	<p><b>Standard with Test Specifications:</b></p> <p>1. compare and contrast the trade patterns of early civilizations;</p>

**Strand: Economics**

**Content Standard I :** Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

**5-8 Benchmark 4-C:** Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world:

**Specifications:**

- Questions will be framed in historical context

**Item Type:**

*MC with or without a stimulus*

**Practice Question:**



Source: <https://image.slidesharecdn.com/presentationwinebusiness-130815191923-phpapp02/95/mediterranean-trade-18-638.jpg?cb=1376594473>

Which statement is supported by the map?

- A. Roman influence and goods were felt only in Europe and Africa.
- B. Roman influence and trade was felt throughout Europe, Africa and the Middle East.\*

- C. Roman influence and trade was very narrow in scope for the time period.
  - D. Roman trade was done only through water routes, thus limiting its impact.
- DOK 2

6th Chart Social Studies EoC Reporting Category Alignment					
Reporting Categories	Standard	DOK			Total
		(Count by DOK)			
		1	2	3	
Ancient Civilizations: Egypt, Mesopotamia, China and India	History.I.1-C.6.1a				
	History.I.1-C.6.1b				
	History.I.1-C.6.1c	1	4		5
	History.I.1-C.6.1d				
	History.I.1-C.6.1e				
	History.I.1-C.6.2a		3		3
	History.I.1-C.6.2c				
	History.I.1-C.6.2d				
Major World Religions	History.I.1-C.6.4	2	3		5
Medieval Europe	History.I.1-C.6.6b	1			1
	History.I.1-C.6.6c	2	1		3
	History.I.1-C.6.6d	1			1
	History.I.1-C.6.6e		2		2
Skills in History	History.I.1-D.6.1		1		1
Maps and Identification of Places	Geography.II.2-A.6.1	3	2		5
	Geography.II.2-A.6.2				
Concepts of Democracies and Republics, and Human Characteristics of Regions	Civics.III.3-A.6.1	1	4		5
	Civics.III.3-A.6.2	1		2	3
	Economics.IV.4-C.6.1			1	1
<b>Grand Total</b>		<b>12</b>	<b>20</b>	<b>3</b>	<b>35</b>