

NM Public Education Department

SOCIAL STUDIES: 8th Grade

END-OF-COURSE EXAM | GRADE 8 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Social Studies Grade 8

The Grade 8 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 Grade 8 Social Studies course.

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

- 2721 - U.S. History-Comprehensive
- 2723 - Early U.S. History

Intended as a final exam for the course, this is a summative exam covering a wide 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 would like to especially recognize the following persons who led the revision for this blueprint:

- Ellen Virden, Content Lead & Lead Reviewer, Consultant, REC IX
- Patrick Logan, Albuquerque Public Schools, New Mexico Council for the Social Studies
- Jill Wellington, Deming Public Schools
- Ronnie Valles, Las Cruces Public Schools
- Brian Pickard, Clovis Municipal Schools, Alignment Reviewer, U.S. History 9-12 EOC

Explanation of Blueprint & Test Specifications Table

Standard/Benchmark	Standards with Test Item Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico Social Studies Standards: http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%2009-12.pdf</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 subset 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"> ● <i>This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.</i> ● <i>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.</i> ● <i>Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</i> ● <i>Topics and terms in bold will be emphasized on the exam.</i>
	<p>Item Types:</p> <p>The item types for this EOC exam are limited to: MC=Multiple Choice with or without stimulus (e.g., primary/secondary source, picture, graph, excerpt)</p>
	<p>Sample Question(s):</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"> ● An asterisk (*) denotes the correct answer ● DOK = Depth of Knowledge ● Some sample questions may be released items from prior EOC exams

Blueprint and Specifications Table for Grade 8 Social Studies

STANDARD/BENCHMARK	PERFORMANCE STANDARDS WITH TEST SPECIFICATIONS TABLE
<p>H8.1-B.1 H8.1-B.1a H8.1-B.1b</p> <p>STRAND: History</p> <p>Content Standard I: 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>Benchmark 1-B United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>Standard with Test Specifications:</p> <p>1. Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include:</p> <p>a. attempts to regulate colonial trade through passage of the Tea Act, Stamp Act, and Intolerable Acts; colonists’ reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to parliament);</p> <p>b. the ideas expressed in the Declaration of Independence, including the preamble.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Replace all e.g. with i.e. ● Political reasons can include Boston Massacre ● Understand the use of propaganda ● Political cartoons may be used as stimulus ● Some questions are written at the broad performance standard level (e.g., H8.1-B.1 vs H8.1-B.1a) <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: H8.1-B.1b</p> <p>Read the passage and then answer the question below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . .</p> <p style="text-align: right;">-Declaration of Independence</p> </div> <p>Which part of this passage represents the idea that government gets its power from the permission of its citizens?</p>

	<p>A. “We hold these truths to be self-evident, that all men are created equal.” B. “Deriving their just powers from the consent of the governed.” * C. “That they are endowed by their Creator with certain unalienable rights.” D. “That among these are, Life, Liberty and the Pursuit of Happiness.”</p> <p>DOK 2 <i>This item was released from the NMPED 2016-17 operational form.</i></p>
<p>H8.1-C.2</p> <p>STRAND: History</p> <p>Content Standard I: 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>Benchmark 1-C World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p>	<p>Standard with Test Specifications: 2. Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the new world.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Replace all e.g. with i.e. ● Compare and contrast between England, France, Holland, and Spain <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>England and Spain highly influenced colonial development in which cultural area?</p> <p>A. music B. exploration C. religion* D. language</p> <p>DOK 1</p>
<p>G8.2-B.1</p> <p>STRAND: Geography</p> <p>Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one</p>	<p>Standard with Test Specifications: 1. Describe how individual and cultural characteristics affect perceptions of locales and regions.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Limit to New England, Middle, and Southern Colonies <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p>

<p>another and their environments</p> <p>Benchmark 2-B: Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.</p>	<p>Which colonial region is known as the “Breadbasket” region?</p> <ul style="list-style-type: none"> A. New England B. Middle* C. Southern D. Western <p>DOK 1</p>
<p>CG8.3-C.1c</p> <p>Strand: Civics and Government</p> <p>Content Standard III: 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>Benchmark 3-C Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.</p>	<p>Standard with Test Specifications: 1. Describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: c. the social covenant established in the Mayflower Compact.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Questions are limited to include documents that influenced the Declaration of Independence (i.e., Mayflower Compact, English Bill of Rights, Magna Carta) <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>What was the first framework of government constructed by the Pilgrims?</p> <ul style="list-style-type: none"> A. the Magna Carta B. the Articles of Confederation C. the U.S. Constitution D. the Mayflower Compact* <p>DOK 1</p>
<p>E8.4-C.1</p> <p>Strand: Civics and Government</p> <p>Content Standard III: Students understand the ideals, rights, and</p>	<p>Standard with Test Specifications: 1. Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities, and nations for some of the goods they consume.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Questions related to this standard will be written in historical context

<p>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>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.</p>	<p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: In which area did the colonists depend on the Native Americans? A. establishing their religion B. farming practices and fur trading* C. developing a form of government D. establishing trade routes</p> <p>DOK 1</p>
<p>H8.1-B.2b H8.1-B.2c</p> <p>STRAND: History</p> <p>Content Standard I: 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>Benchmark 1-B United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>Standard with Test Specifications: 2. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, to include: b. major debates of the constitutional convention and their resolution (e.g., the Federalist Papers), contributions, and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay). c. struggles over ratification of the constitution and the creation of the Bill of Rights;</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Replace all e.g. with i.e. <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: What document was a result of the weaknesses of the Articles of Confederation? A. the Magna Carta B. the U.S. Constitution* C. the Mayflower Compact D. the English Bill of Rights</p> <p>DOK1</p>

<p>CG8.3-A.1f</p> <p>Strand: Civics and Government</p> <p>Content Standard III: 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>Benchmark 3-A Demonstrate understanding of the structure, functions, and powers of government (local, state, tribal, and national).</p>	<p>Standard with Test Specifications</p> <p>1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include:</p> <p>f. separation of powers through the development of differing branches.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Which branch of government has the power to declare war?</p> <p>A. Supreme Court B. Executive C. Judicial D. Legislative*</p> <p>DOK 1</p>
<p>CG8.3-A.2a</p> <p>Strand: Civics and Government</p> <p>Content Standard III: 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>Benchmark 3-A</p>	<p>Standard with Test Specifications:</p> <p>2. Identify and describe a citizen's fundamental constitutional rights, to include:</p> <p>a. freedom of religion, expression, assembly and press.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Which amendment guarantees freedom of religion?</p> <p>A. the 11th Amendment B. the 27th Amendment C. the 5th Amendment D. the 1st Amendment*</p> <p>DOK 1</p>

<p>Demonstrate understanding of the structure, functions, and powers of government (local, state, tribal, and national).</p>	
<p>CG8.3-C.1a</p> <p>Strand: Civics and Government</p> <p>Content Standard III: 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>Benchmark 3-C Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.</p>	<p>Standard with Test Specifications:</p> <p>1. Describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include:</p> <p>a. ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke).</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>The philosophies of which individual led to the foundation for the American Revolution?</p> <p>A. John Smith B. William Penn C. Roger Sherman D. John Locke*</p> <p>DOK 2</p>
<p>H8.1-B.3 H8.1-B.3a</p> <p>STRAND: History</p> <p>Content Standard I: Students are able to identify important people and events in order to analyze significant patterns,</p>	<p>Standard with Test Specifications:</p> <p>3. Describe and explain the actions taken to build one nation from thirteen states, to include:</p> <p>a. precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton’s financial plan (e.g., the national bank, payment of debts).</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Some questions are written at the broad performance standard level (1-B.3 vs.1-B3a) <p>Item Types: <i>MC with or without stimulus</i></p>

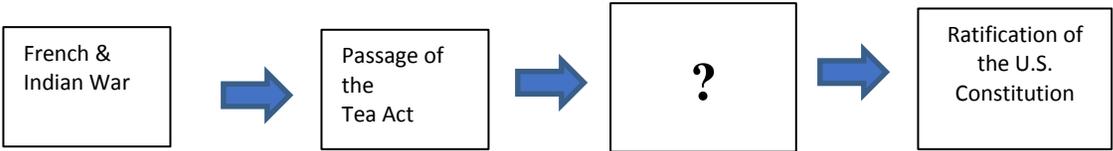
<p>relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p>Benchmark 1-B United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>Sample Question: H8.1-B.3a</p> <p>Which precedent was set by the first president of the United States?</p> <ul style="list-style-type: none"> A. two-term limit* B. popular sovereignty C. separation of powers D. trial by jury <p>DOK 1</p>
<p>H8.1-B.4b</p> <p>STRAND: History</p> <p>Content Standard I: 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>Benchmark 1-B United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>Standard with Test Specifications:</p> <p>4. Describe the successes and failures of the reforms during the age of Jackson, to include:</p> <p>b. Indian removal, the Trail of Tears, the Long Walk.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Analyze the causes leading to the Indian Removal Act <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Which policy was enacted because the executive branch ignored a Supreme Court ruling in violation of Native American sovereignty?</p> <ul style="list-style-type: none"> A. the Indian New Deal B. the Indian Education Act C. the Indian Removal Act* D. the Indian Reorganization Act <p>DOK 1</p>
<p>H8.1-B.5b H8.1-B.5c</p> <p>STRAND: History</p>	<p>Standard with Test Specifications:</p> <p>5. Describe, explain, and analyze the aims and impact of western expansion and the settlement of the United States, to include:</p> <p>b. comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and the southwest);</p>

<p>Content Standard I: 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>Benchmark 1-B United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>c. origins and early history of the women’s movement.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Replace all e.g. with i.e. ● Identify the significance of the Seneca Falls Conference ● Understand the concept of Manifest Destiny
<p>CG8.3-B.1</p> <p>Strand: Civics and Government</p> <p>Content Standard III: 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>Benchmark 3-B Explain the significance of symbols, icons, songs, traditions, and leaders of</p>	<p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: H8.1-B.5b</p> <p>Which term is used to define westward migration and expansion of people during the 1800s within the United States?</p> <ul style="list-style-type: none"> A. imperialism B. manifest destiny* C. urbanization D. nation building <p>DOK 1</p> <p>Standard with Test Specifications:</p> <p>1. Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Read the following passage about the history of the filibuster in the U.S. Senate:</p> <p><i>“Using the filibuster to delay or block legislative action has a long history. The term filibuster -- from a Dutch word meaning "pirate" -- became popular in the 1850s, when it was applied to efforts to hold the Senate floor in order to prevent a vote on a bill.</i></p>

<p>New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.</p>	<p><i>In the early years of Congress, representatives as well as senators could filibuster. As the House of Representatives grew in numbers, however, revisions to the House rules limited debate. In the smaller Senate, unlimited debate continued on the grounds that any senator should have the right to speak as long as necessary on any issue."</i></p> <p>Source: https://www.senate.gov/artandhistory/history/common/briefing/Filibuster_Clature.htm</p> <p>The tradition of the filibuster has been considered important in the U.S. Congress since the 1850s. What are the limitations of free speech within the U.S. House of Representatives and U.S. Senate?</p> <ol style="list-style-type: none"> Members of both the House of Representatives and the Senate have the right to unlimited free speech when they are in session. While free speech is valued by both the House of Representatives and the Senate, due to size, the House has imposed time restrictions on speech when in session.* Members of the Senate are restricted in time, while Members of the House have unlimited free speech. While free speech is valued, the idea of the filibuster is outdated and takes up too much time. It has been discontinued by both the House of Representatives and the Senate. <p>DOK 1</p>
<p>H8.1-B.6a H8.1-B.6b H8.1-B.6c</p> <p>STRAND: History</p> <p>Content Standard I: 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>Benchmark 1-B</p>	<p>Standard with Test Specifications:</p> <p>6. Explain how sectionalism led to the Civil War, to include:</p> <ol style="list-style-type: none"> different economies that developed in the north, south, and west; addition of new states to the union and the balance of power in the United States senate (Missouri and 1850 compromises); extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown); the presidential election of 1860, Lincoln’s victory, and the South’s secession; <p>Specifications:</p> <ul style="list-style-type: none"> None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: H8.1-B.6c</p> <p>The south seceded from the Union after what event?</p>

<p>United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>A. the election of Abraham Lincoln* B. the passage of the Three-Fifths Compromise C. the passage of the Missouri compromise D. the ratification of the Kansas Nebraska Act</p> <p>DOK 2</p>
<p>H8.1-B.7a H8.1-B.7b H8.1-B.7c</p> <p>STRAND: History</p> <p>Content Standard I: 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>Benchmark 1-B United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>Standard with Test Specifications:</p> <p>7. Explain the course and consequences of the Civil War and how it divided people in the United States, to include:</p> <p>a. contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant);</p> <p>b. major turning points in the Civil War, including Gettysburg; the unique nature of the Civil War (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property);</p> <p>c. role of African Americans; purpose and effect of the Emancipation Proclamation.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Replace all e.g. with i.e. <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: H8.1-B.7b</p> <p>Read the following to answer the question below:</p> <div data-bbox="758 1130 1919 1308" style="border: 1px solid black; padding: 5px;"> <p>The Battle of Gettysburg took place from July 1 to July 3, 1863, two years into the Civil War. The Confederate army started the Battle of Gettysburg by invading Union territory in central Pennsylvania. Confederate Army General Robert E. Lee hoped to score a major victory on Northern soil to cripple the Union Army and also persuade Great Britain and France to come to the Confederate Army's aid.</p> </div> <div data-bbox="758 1308 1919 1404" style="border: 1px solid black; padding: 5px;"> <p>After nearly three days of intense fighting, the 85,000-strong Union troops proved too strong for the 75,000-Confederate troops on the battlefield, and Lee retreated from Gettysburg with his</p> </div>

	<p>remaining troops on July 4, 1863.</p> <p>Although both sides lost a massive number of troops that day, the Confederate army lost nearly a third of its entire army, which it was never able to regain. The crippling loss, combined with a defeat in Vicksburg, Mississippi, also on July 4, is why many historians view the battle as the major turning point of the Civil War. It was also the largest battle of the war, as well as the largest ever fought in North America.</p> <p>Source: https://www.reference.com</p> <p>Based on the text above, how did the Battle of Gettysburg help turn the tide of the Civil War?</p> <ol style="list-style-type: none"> The South lost so many troops, they were never able to regain the offensive momentum to move into Northern territory.* The Northern troops were able to totally destroy the Southern troops, thus ending the war. Southern troops were able to regroup and soon pushed back into Northern territory. Northern troops were defeated and quickly retreated further North deep into their own territory. <p>DOK 2</p>
<p>H8.1-B.8b</p> <p>STRAND: History</p> <p>Content Standard I: 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>Benchmark 1-B United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>Standard with Test Specifications:</p> <p>8. Analyze the character and lasting consequences of Reconstruction, to include:</p> <p>b. attempts to protect the rights and enhance the opportunities for freedmen by the 13th, 14th, and 15th Amendments to the United States Constitution.</p> <p>Specifications:</p> <ul style="list-style-type: none"> None <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>What amendment gives all men the right to vote?</p> <ol style="list-style-type: none"> the 10th Amendment the 25th Amendment the 15th Amendment* the 3rd Amendment <p>DOK 1</p>

<p>H8.1-D.1</p> <p>STRAND: History</p> <p>Content Standard I: 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>5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives:</p>	<p>Standard with Test Specifications:</p> <p>1. demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Questions written to this standard are aligned to one or more other standards • Questions written to this standard will include sequence diagrams as shown in the practice question <p>Item Type:</p> <ul style="list-style-type: none"> • MC with stimulus <p>Sample Question:</p> <p>Using your knowledge of timelines, which event completed the chart?</p>  <pre> graph LR A[French & Indian War] --> B[Passage of the Tea Act] B --> C[?] C --> D[Ratification of the U.S. Constitution] </pre> <p>A. American Revolution* B. Settlement of Jamestown C. Protestant Reformation D. Passage of the Bill of Rights</p> <p>DOK 3</p>

Social Studies 8th EoC Reporting Category Alignment Framework					
Reporting Category	Standard	(Item # by DOK)			Total
		1	2	3	
Colonial America	E8.4-C.1	1			1
	H8.1-C.2		1		1
	G8.2-B.1		1		1
	H8.1-B.1a		1		1
	CG8.3-C.1c			1	1
American Revolution	H8.1-B.1a	1	2		3
	H8.1-B.3 & H8.1-B.2b	1			1*
	H8.1-B.1 & H8.1-D.1		1		1*
	H8-1-B		1		1
Government	H8.1-B.2b		1		1
	H8.1-B.1b		1	1	2
	CG8.3-A.1f		2		2
	CG8.3-A.2a			1	1
	CG8.3-C.1a	1			1
	H8.1-B.2c	1			1
Early Republic	H8.1-B.3a	1			1
	H8.1-B.6b	1		1	2
	H8.1-B.5c		1		1
	H8.1-B.4b		1	1	2
	H8.1-B.5b		2		2
	CG8.3-B.1		1		1
Civil War & Reconstruction	H8.1-B.6a		1		1
	H8.1-B.6b			1	1
	H8.1-B.6c		1		1
	H8.1-B.7c	1			1
	H8.1-B.7b	1			1
	H8.1-B.7a	1			1

	H8.1-B.8b	1			1
Grand Total		11	18	6	35

*Questions are dually aligned