

**NM** Public Education Department

# SOCIAL STUDIES: U.S. HISTORY

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

## Purpose Statement

### Social Studies: U.S. History

The U.S. History 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 U.S. History or related courses.

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

- 2721 - U.S. History Comprehensive
- 2724 - Modern U. S. History
- 2725 - AP U.S. History
- 2729 - U.S. History/Geography

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, student graduation requirements, 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 or online as part of the blueprint and exam revision process. The NMPED extends our gratitude to all 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.

**The NMPED would like to especially recognize the following persons who led and influenced the revision for this blueprint:**

- Ellen Virden, Content Lead & Lead Reviewer, Consultant, REC IX
- Kelly Goss, Cloudcroft Municipal Schools
- Randy McBroom, Portales Municipal Schools
- Brian Pickard, Clovis Municipal Schools
- Darrel Renfro, Alamogordo Public Schools

## Explanation of Blueprint & Test Specifications Table

Standard/Benchmark	Standards and Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico 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>                      The item types for this EOC exam are limited to:                      MC = Multiple Choice with or without stimulus (e.g., primary/secondary sources, political cartoons, pictures, graphs)</p>
	<p><b>Sample Question(s):</b>                      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 asterisk (*) 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 & Specifications Table U.S. History 9-12

Standard/Benchmark	Standards and Specifications:
<p><b>History.I.1-B.2b</b>  <b>History.I.1-B.2c</b>  <b>History.I.1-B.2d</b>  <b>History.I.1-B.2e</b>  <b>History.I.1-B.2f</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>9-12 Benchmark 1-B. United States:</b> analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</p>	<p>2. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including:</p> <p>b. rise of business leaders and their companies as major forces in America (e.g., <b>John D. Rockefeller, Andrew Carnegie</b>);</p> <p>c. development of monopolies and their impact on economic and political policies (e.g., <b>laissez-faire economics</b>, trusts, and trust busting);</p> <p>d. growth of cities (e.g., <b>influx of immigrants, rural-to-urban migrations</b>, racial and ethnic conflicts that resulted);</p> <p>e. efforts of workers to improve working conditions (e.g., <b>organizing labor unions, strikes</b>, strike breakers);</p> <p>f. rise and effect of reform movements (e.g., Populists, William Jennings Bryan, <b>Jane Addams, and muckrakers</b>);</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Describe the Triangle Shirtwaist Factory and the reform</li> </ul>
	<p><b>Item Types:</b>                      MC with or without stimulus</p>
	<p><b>Sample Question: History.I.1-B.2e</b></p> <p>What did most workers turn to during the “<i>Rise of Big Business</i>” to improve their conditions?</p> <p style="margin-left: 40px;">A. anarchism                      B. labor unions*                      C. communism                      D. socialism</p> <p>DOK 1</p>

Standard	Standards and Specifications:
<p> <b>History.I.1-B.3a</b>  <b>History.I.1-B.3b</b>  <b>History.I.1-B.3c</b>  <b>History.I.1-B.3e</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>9-12 Benchmark 1-B. United States:</b> analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction</p>	<p>3. Analyze the United States’ expanding role in the world during the late 19th and 20th centuries, to include:</p> <p>a. causes for a change in foreign policy from isolationism to interventionism; <b>causes and consequences of the Spanish American war;</b></p> <p>b. expanding influence in the western hemisphere (e.g., the Panama canal; <b>Roosevelt corollary added to the Monroe doctrine, the “big stick” policy, and “dollar diplomacy”</b>);</p> <p>c. <b>events that led to the United States’ involvement in World War I; United States’ rationale for entry into World War I</b> and impact on military process, public opinion and policy;</p> <p>e. United States’ impact on the outcome of World War I; United States’ role in settling the peace (e.g., <b>Woodrow Wilson, Treaty of Versailles</b>, league of nations, and Senator Henry Cabot Lodge, Sr.).</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Understand the goals of Imperialism</li> </ul> <p><b>Item Types:</b> MC with or without stimulus</p> <p><b>Sample Question: History.I.1-B.3e</b></p> <p>Read the excerpt, and then answer the question that follows.</p> <p><i>“I hope that we can persuade our people on the one hand to act in a spirit of generous justice and genuine courtesy toward Japan, and on the other hand to keep the navy respectable in numbers and more than respectable in the efficiency of its units. If we act thus we need not fear the Japanese. But if.....we show ourselves ‘opulent, aggressive, and unarmed,’ the Japanese may sometime work us an injury.”</i></p> <p>- President Theodore Roosevelt</p> <p>This statement <b>best</b> reflects Roosevelt’s support for which action?</p> <p>A. the Monroe Doctrine  B. the Big Stick Diplomacy *  C. the Open Door Policy  D. the Roosevelt Corollary</p> <p>DOK: 3</p>

Standard	Standards and Specifications:
<p> <b>History.I.1-B.4a</b>  <b>History.I.1-B.4b</b>  <b>History.I.1-B.4e</b>  <b>History.I.1-B.4f</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>9-12 Benchmark 1-B.</b> United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</p>	<p><b>Standards and Specifications:</b></p> <p>4. Analyze the major political, economic and social developments that occurred between World War I and World War II, to include:</p> <ol style="list-style-type: none"> <li>social liberation and conservative reaction during the 1920s (e.g., <b>flappers, prohibition, the Scopes trial, and the red scare</b>);</li> <li>causes of the great depression (e.g., <b>over production, under consumption</b>, and credit structure);</li> <li>human and natural crises of the great depression, (e.g., <b>unemployment, food lines, the dust bowl, and western migration of mid-west farmers</b>);</li> <li>changes in policies, role of government and issues that emerged from the New Deal (e.g., <b>the works programs, and social security, challenges to the supreme court</b>).</li> </ol> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>Treat all e.g. items as i.e. items</li> </ul> <p><b>Item Types:</b></p> <p>MC with or without stimulus</p> <p><b>Sample Question: History.I.1-B.4f</b></p> <p>What was President Franklin D. Roosevelt’s reaction when the Supreme Court declared some New Deal programs as unconstitutional?</p> <ol style="list-style-type: none"> <li>He refused to disband the programs.</li> <li>He fired the Supreme Court Justices.</li> <li>He asked Congress to allow him to appoint additional judges to the Court.*</li> <li>He asked Congress to overrule the Supreme Court decision.</li> </ol> <p>DOK 2</p>

Standard	Standards and Specifications:
<p><b>History.I.1-B.5a</b>  <b>History.I.1-B.5b</b>  <b>History.I.1-B.5c</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>9-12 Benchmark 1-B. United States:</b> analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</p>	<p>5. Analyze the role of the United States in World War II, to include:</p> <p>a. reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor;</p> <p>b. events on the home front to support the war effort (e.g., <b>war bond drives</b>, mobilization of the war industry, <b>women and minorities in the work force</b>);</p> <p>c. major turning points in the war (e.g., <b>the battle of Midway significance, D-Day invasion success</b>, and the dropping of atomic bombs on Japan).</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Treat all e.g. items as i.e. items</li> <li>● Questions related to atomic bombs will be administered on the New Mexico History EOC.</li> <li>● Understand the reasoning for rationing</li> </ul>
	<p><b>Item Types:</b>  MC with or without stimulus</p>
	<p><b>Sample Question: History.I.1-B.5c</b></p> <p>Why was the success of the D-Day invasion pivotal in the destruction of Germany’s war machine?</p> <p>A. It gave the allies a foothold in Europe that they used to invade Germany.*</p> <p>B. It interrupted German-Italian plans to invade France.</p> <p>C. Germany could no longer coordinate its military activities with Italy and Japan.</p> <p>D. The Nazi government immediately sought an end to the conflict.</p> <p>DOK: 2</p> <p><i>Source: Fast Track to a 5-Preparing for the AP US History Exam p 343</i></p>

Standard	Standards and Specifications:
<p> <b>History.I.1-B.6a</b>  <b>History.I.1-B.6b</b>  <b>History.I.1-B.6c</b>  <b>History.I.1-B.6d</b>  <b>History.I.1-B.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>9-12 Benchmark 1-B. United States:</b> analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</p>	<p><b>Standards and Specifications:</b></p> <p>6. Analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include:</p> <ol style="list-style-type: none"> <li>intent and impact of the 13th, 14th and 15th Amendments to the constitution;</li> <li>segregation as enforced by Jim Crow laws following reconstruction;</li> <li>key court cases (e.g., <b>Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade</b>);</li> <li>roles and methods of civil rights advocates (e.g., <b>Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, and César Chávez</b>);</li> <li>the passage and effect of the voting rights legislation on minorities (e.g., <b>19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment</b>);</li> </ol> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>Treat all e.g. items as i.e. items</li> <li>For (e) Analyze the Snyder Act of 1924 in relation to the New Mexico Court Ruling in 1962 regarding Native voting</li> <li>Key court cases are also assessed on the US Government EOC.</li> </ul> <p><b>Item Types:</b></p> <p>MC with or without stimulus</p> <p><b>Sample Question: History.I.1-B.6e</b></p> <p>Which statement regarding the 24<sup>th</sup> amendment to the U.S. Constitution is correct?</p> <ol style="list-style-type: none"> <li>It gave women the right to vote.</li> <li>It guaranteed the right to vote.</li> <li>It enacted prohibition and a fine for illegal activities.</li> <li>It outlawed the payment of any tax as a condition to vote.*</li> </ol> <p>DOK 1</p>

Standard	Standards and Specifications:
<p> <b>History.I.1-B.7a</b>  <b>History.I.1-B.7b</b>  <b>History.I.1-B.7d</b>  <b>History.I.1-B.7e</b>  <b>History.I.1-B.7f</b>  <b>History.I.1-B.7g</b>  <b>History.I.1-B.7i</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>9-12 Benchmark 1-B. United States:</b> analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</p>	<p><b>Standards and Specifications:</b></p> <p>7. Analyze the impact of World War II and the cold war on United States’ foreign and domestic policy, to include:</p> <ul style="list-style-type: none"> <li>a. origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union;</li> <li>b. new role of the United States as a world leader (e.g., <b>Marshall plan, NATO</b>);</li> <li>d. implementation of the foreign policy of containment, including the Truman doctrine;</li> <li>e. Red Scare (e.g., <b>McCarthyism</b>, House Un-American Activities Committee, nuclear weapons, arms race);</li> <li>f. external confrontations with communism (e.g., <b>the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, and Vietnam war</b>)</li> <li>g. Sputnik and the space race;</li> <li>i. political protests of Vietnam war</li> </ul> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Treat all e.g. items as i.e. items</li> </ul> <p><b>Item Types:</b></p> <p>MC with or without stimulus</p> <p><b>Sample Question: History.I.1-B.7b</b></p> <p>What was the <i>original</i> purpose for creating the North Atlantic Treaty Organization (NATO)?</p> <ul style="list-style-type: none"> <li>A. to establish the World Bank</li> <li>B. to provide a mutual defense*</li> <li>C. to spread democracy</li> <li>D. to promote free trade</li> </ul> <p>DOK 1</p>

Standard/Learning Outcome	Standards and Specifications:
<p><b>History.I.1-B.8c</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>9-12 Benchmark 1-B. United States:</b> analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:</p>	<p>8. Analyze the impact of the post-cold war Era on United States’ foreign policy, to include: c. role of technology in the information age.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Identify impacts of terrorism</li> <li>• Identify the impact of the internet</li> </ul> <p><b>Item Types:</b> MC with or without stimulus</p> <p><b>Sample Question: History.I.1-B.8c</b></p> <p>What is a method used by the foreign countries to infiltrate U.S. companies?</p> <p style="padding-left: 40px;">A. sponsoring commercials on public television B. posting threats to be viewed on YouTube C. generating fake news online D. state sponsored hacking*</p> <p>DOK 1</p>

US History - Reporting Category Alignment Chart					
Reporting Categories	Standard	DOK (Item # by DOK)			Total
		1	2	3	
Industrialism/ Industrial Revolution	History.I.1-B.2b		1		10
	History.I.1-B.2c	2	1		
	History.I.1-B.2d		1		
	History.I.1-B.2e	1	1		
	History.I.1-B.2f	2	1		
Imperialism and World War I	History.I.1-B.3a	2	1		13
	History.I.1-B.3b	1	4		
	History.I.1-B.3c	2			
	History.I.1-B.3e	1	2		
Between World War I and World War II	History.I.1-B.4a	1	2		10
	History.I.1-B.4b	1	1		
	History.I.1-B.4e	2	1		
	History.I.1-B.4f	1	1		
World War II	History.I.1-B.5a		1		14
	History.I.1-B.5b	1	1		
	History.I.1-B.5c		1		
	History.I.1-B.6a	1			
	History.I.1-B.6b		1		
	History.I.1-B.6c	1	1		
	History.I.1-B.6d	1	1	1	
	History.I.1-B.6e	1	2		
Cold War and Post-Cold War	History.I.1-B.7a		1		10
	History.I.1-B.7b		1		
	History.I.1-B.7d		1		
	History.I.1-B.7e		1		
	History.I.1-B.7f	1	1		
	History.I.1-B.7g		1		
	History.I.1-B.7i		1		
	History.I.1-B.8c	1	1		
<b>Total</b>		<b>23</b>	<b>33</b>	<b>1</b>	<b>57</b>