

NM Public Education Department

SOCIAL STUDIES: 7th Grade

END-OF-COURSE EXAM | GRADE 7 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Grade 7 Social Studies

The Grade 7 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 7th Grade Social Studies.

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

- 2700 - New Mexico History

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 persons who led the revision for this blueprint:

- Ellen Virden, Content Lead & Lead Reviewer, Consultant, REC IX
- Mylo Corona, Gadsden Independent Schools, Blueprint Lead

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 http://www.ped.state.nm.us/standards/Social%20Studies/Social%20Studies%209-12.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>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.</p>	<ul style="list-style-type: none"> • This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam. • 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. • Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items. • Topics and terms in bold will be emphasized on the exam.
	<p>Item Types:</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>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 * 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 7 Social Studies

STRAND/BENCHMARK	STANDARDS & TEST SPECIFICATIONS TABLE
<p>History.I.1-A.5</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-A: New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p>	<p>Standard with Test Specifications:</p> <p>5. Explain how New Mexicans have adapted to their physical environments to meet their needs over time (i.e., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify importance of human-environment interactions (e.g., hunting, irrigation techniques and architecture) specifically those of early indigenous settlements. <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>What is the most likely reason that ancient Pueblo people built their living dwellings facing South?</p> <ul style="list-style-type: none"> A. to protect the pueblo from enemies B. to conduct ceremonies in the mornings C. to have better access to the central plaza D. to take advantage of the sun to heat their homes* <p>DOK 2</p>

<p>Geography.II.2-A.2</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 another and their environments.</p> <p>Benchmark 2-A 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>Standard with Test Specifications:</p> <p>2. Describe factors affecting location of human activities, including land-use patterns in urban, suburban, and rural areas.</p> <p>Test Specifications:</p> <ul style="list-style-type: none"> Understand early challenges to Spanish explorers and colonists and factors for selecting settlement location. <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>When establishing the earliest settlements in New Mexico, what was likely the most important factor to consider?</p> <p>A. that other established settlements were already in the area B. that water and fertile land were available for agriculture * C. that mines were nearby to harvest precious minerals D. that the weather would be predictable for religious ceremonies</p> <p>DOK 1</p>
<p>Geography.II.2-B.1 Geography.II.2-B.4</p> <p>Strand: Geography</p> <p>Content Standard II: Students understand how physical, natural, and cultural processes</p>	<p>Standards with Test Specifications:</p> <p>1. Select and explore a region by its distinguishing characteristics. 4. Describe geographically-based pathways of inter-regional interaction (i.e., the Camino Real’s role in establishing a major trade and communication route in the new world, the significance of waterways).</p> <p>Specifications:</p> <ul style="list-style-type: none"> Distinguish physical and human characteristics of the American Southwest.

<p>influence where people live, the ways in which people live, and how societies interact with one 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>	<ul style="list-style-type: none"> Describe the impact of the development of the Camino Real in the New World, the Santa Fe Trail and trade with the United States and the Butterfield Overland Trail in bringing people and information to New Mexico Territory. <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: Geography.II.2-B.4</p> <p>Which trade route do historians recognize as the first major communication route between the colonists in northern New Mexico and Mexico City?</p> <ul style="list-style-type: none"> A. The Santa Fe Trail B. The Old Spanish Trail C. The Camino Real Trail* D. The Butterfield Overland Trail <p>DOK 1</p>
<p>Geography.II.2-C.2</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 another and their environments.</p> <p>Benchmark 2-C Understand how human behavior impacts man-made and natural</p>	<p>Standard with Test Specifications:</p> <p>2. Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, directly witnessed and surveillanced photographic and digital data, personal documents and interviews, symbolic representations—graphs, charts, diagrams, tables, etc.).</p> <p>Test 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>Study the map to answer the following question.</p>

environments, recognize past and present results and predict potential changes.



Source: The National Atlas of the United States of America (US Dept. of the Interior, US Geological Survey)
<http://www.thomaslegion.net/americancivilwar/mexicanceSSIONlessonstudentsandkids.html>

Based on the map, how were the boundaries of what would become the State of New Mexico established?

- A. by the Louisiana Purchase, by Texas being annexed by the U.S. and the Mexican territory being ceded to the U.S.
- B. by the Louisiana Purchase, by Texas being annexed by the U.S. and the Mexican territory being ceded to the U.S., and by the Gadsden Purchase. *

	<p>C. by the Louisiana Purchase, by Texas being annexed by the U.S., and by the Gadsden Purchase.</p> <p>D. by the Mexican territory being ceded to the U.S., by Texas being annexed by the U.S., and by the Gadsden Purchase.</p> <p>DOK 1</p>
<p>History.I.1-A.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-A: New Mexico Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p>	<p>Standard with Test Specifications:</p> <p>2. Describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development (e.g., pueblo farmers, Great Plains’ horse culture, nomadic bands, —noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants and animals).</p> <p>Specifications:</p> <ul style="list-style-type: none"> Identify Apache, early Navajo (Dine), and Pueblo people and how they adopted aspects of the cultures they encountered <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: What practice of Pueblo and Apache peoples was disturbed or interrupted by Spanish colonialism?</p> <p>A. their religious ceremonies* B. their labor in silver mines C. their use of horses in hunting and warfare D. their implementation of coin as a means of trade</p> <p>DOK 1</p>
<p>History.I.1-A.3</p>	<p>Standard with Test Specifications:</p> <p>3. Explain the significance of trails and trade routes within the region (e.g., Spanish Trail,</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-A: New Mexico Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p>	<p>Camino Real, Santa Fe Trail).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Focus on the purpose of trade routes (specifically the Camino Real as a link between Santa Fe and Mexico City, Santa Fe and Missouri and the Butterfield Overland Trail) ● Understand how trade routes help to end New Mexico’s isolation ● Questions addressing this standard have been dually aligned with Geography.II.2-B.4 <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question: Why was the Butterfield Overland Trail so significant in New Mexico Territory?</p> <p>A. It was an important trade route to Missouri. B. It was the only stagecoach trail in New Mexico. C. It allowed for peace treaties to be signed between indigenous cultures. D. It brought passengers and mail which allowed New Mexico to be less isolated. *</p> <p>DOK 1</p>
<p>History.I.1-A.4</p> <p>Strand: History</p> <p>Content Standard I: Students are able to identify important people and in order to analyze significant patterns, relationships, themes, ideas,</p>	<p>Standard with Test Specifications:</p> <p>4. Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, Pueblo Revolt, Popé, 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hildago, William Becknell and the Santa Fe Trail, buffalo soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough Riders).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the significance of the Battle of Glorieta Pass

<p>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-A: New Mexico explore and explain how people and events have influenced the development of New Mexico up to the present day:</p>	<p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>As the leader of the Pueblo Revolt, what was Popé’s (or Po’pay’s) primary plan to defeat the Spanish?</p> <p>A. The Pueblo people would have to find similar weapons. B. The Pueblo people would have to leave their pueblos. C. The Pueblo people would have to adapt to another culture. D. The Pueblo people would have to stand united in a secret attack. *</p> <p>DOK 1</p>
<p>History.I.1-A.6</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-A New Mexico: explore and explain how people and events have influenced the</p>	<p>Standard with Test Specifications:</p> <p>6. Explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Examine the terms and impact of the Treaty of Guadalupe Hidalgo ● Cultural interactions include Acoma and Pueblo Revolts during this period <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>With the development of the railroad, tourists and railroad workers needed lodging in the</p>

<p>development of New Mexico up to the present day:</p>	<p>territory. What other business flourished as a result?</p> <p>A. Museums and libraries opened throughout the territory. B. Businessmen often offered free food for all tourists. C. Restaurants were established in many places in the territory. * D. Roads were built that linked all parts of the state.</p> <p>DOK 1</p>
<p>History.I.1-B.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>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. Analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden purchase, broken treaties, long walk of the Navajos).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Interpret the terms for acquisition of both the Mexican Cession and the Gadsden Purchase ● Identify the negative impact of broken treaties and attempts at Native American assimilation ● Analyze policies leading to the Navajo Long Walk and Apache Wars <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>The U.S. government created a new Indian policy centered on education in the late 1800s. What was government’s purpose in supporting Indian boarding schools during this period?</p> <p>A. The government wanted the Indian children to assimilate. * B. The government wanted the Indian children to learn to speak Spanish. C. The government hoped that the Indian children would become railroad workers. D. The government wanted to preserve native culture among Indian children.</p> <p>DOK 2</p>

<p>Geography.II.2-E.3</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 another and their environments.</p> <p>Benchmark 2-E</p> <p>Explain how economic, political, cultural, and social processes interact to shape patterns of human populations and their interdependence, cooperation, and conflict.</p>	<p>Standard with Test Specifications:</p> <p>3. Explain the accessibility to the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of New Mexico.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Identify the positive and negative impacts that the Santa Fe Trail and the railroad had on the development of New Mexico and its effects on indigenous people
	<p>Item Types:</p> <p><i>MC with or without stimulus</i></p>
	<p>Sample Question:</p> <p>Read the passage and then answer the question below:</p> <p><i>"Becknell's party kept traveling further west. They did not realize how far they had gone until they met a band of New Mexican soldiers. Becknell worried he was in trouble for violating trade laws and expected the worst. But instead of arresting him, the governor and people of New Mexico welcomed him into Santa Fe! New Mexicans wanted foreign goods now that they were free to purchase them. They especially wanted goods they could not make themselves. They quickly bought everything Becknell had not already sold to the Indians."</i></p> <p><i>Source: <u>The New Mexico Journey Textbook</u>, p. 113; Gibbs M Smith (Publisher).</i> https://dl.dropboxusercontent.com/u/97645250/NM7_Chapter_04.pdf</p> <p>Based on the passage, how did New Mexicans likely respond to Becknell's advance into the area?</p> <p>A. New Mexicans considered Becknell an outsider. B. New Mexicans feared that the Americans would try to take their land.</p>

	<p>C. Becknell was welcomed because he brought many desired items. *</p> <p>D. Becknell was unsuccessful and chose to leave immediately.</p> <p>DOK 1</p>										
<p>Civics.III.3-C.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- 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. Compare and contrast New Mexico’s entry into the United States with that of the original thirteen colonies.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Compare and contrast the original 13 colonies to the settlement of the New Mexico territory <p>Item Types: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>Analyze the table and answer the question that follows.</p> <table border="1" data-bbox="705 941 1835 1312"> <thead> <tr> <th data-bbox="705 941 1270 993">New Mexico</th> <th data-bbox="1270 941 1835 993">American Colonies</th> </tr> </thead> <tbody> <tr> <td data-bbox="705 993 1270 1081">Taken by force during the Mexican American war</td> <td data-bbox="1270 993 1835 1081">Voluntarily fought for independence</td> </tr> <tr> <td data-bbox="705 1081 1270 1170">Some New Mexicans supported the Americans</td> <td data-bbox="1270 1081 1835 1170">Some colonist wanted to remain part of Britain</td> </tr> <tr> <td data-bbox="705 1170 1270 1260">Was a territory for 62 years before statehood</td> <td data-bbox="1270 1170 1835 1260">No territorial period</td> </tr> <tr> <td data-bbox="705 1260 1270 1312">Little experience in self-government</td> <td data-bbox="1270 1260 1835 1312">Extensive experience in self-government</td> </tr> </tbody> </table>	New Mexico	American Colonies	Taken by force during the Mexican American war	Voluntarily fought for independence	Some New Mexicans supported the Americans	Some colonist wanted to remain part of Britain	Was a territory for 62 years before statehood	No territorial period	Little experience in self-government	Extensive experience in self-government
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	Enjoyed freedoms guaranteed by the U.S. Constitution	Created the Bill of Rights to protect basic freedoms
	Mostly Spanish-speaking Catholic	Mostly English-speaking and Protestant
<p>Source: <i>The New Mexico Journey Textbook</i>, p. 171; Gibbs M Smith (Publisher) http://pvhs.fms.k12.nm.us/teachers/mthur/NM/TEXTBOOK/NM%20Chapter%205.pdf</p> <p>How was New Mexico’s path to statehood different from that of the original 13 colonies?</p> <p>A. There were no differences. B. All Americans spoke Spanish. C. New Mexico had not been a territory. D. The American colonies chose to be independent. *</p> <p>DOK 3</p>		
<p>Civics.III.3-C.2</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>Standard with Test Specifications:</p> <p>2. Understand the structure and function of New Mexico government as created by the New Mexico constitution and how it supports local, tribal, and federal governments.</p>	
	<p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the system of checks and balances in state government ● Understand that reservations are sovereign nations 	
	<p>Item Types: <i>MC with or without stimulus</i></p>	
	<p>Sample Question:</p> <p>Who determines the structure and function of Tribal governments?</p> <p>A. the Congress B. the Supreme Court</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>C. each Native American tribe *</p> <p>D. the New Mexico state government</p> <p>DOK 1</p>
<p>Economics.IV.4-C.4</p> <p>Strand: Economics</p> <p>Content Standard IV: 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.</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>Standard with Test Specifications:</p> <p>4. Describe the relationship between New Mexico, tribal, and United States economic systems.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Recognize Pueblo art and its influences on tourism ● Recognize the state and tribal agreement to allow gaming on tribal land
	<p>Item Types:</p> <p><i>MC with or without stimulus</i></p>
	<p>Sample Question:</p> <p>What is one element of economies that existed in early New Mexico that continue as part of the federal economic system today?</p> <p>A. socialism</p> <p>B. trade systems*</p> <p>C. consumer systems</p> <p>D. communism</p> <p>DOK 2</p>

Social Studies 7th EoC Reporting Category Alignment Framework					
Reporting Category	Standard	DOK (Count by DOK)			Total
		1	2	3	
New Mexico Land	History.I.1-A.5		1		1
	Geography.II.2-A.2		1		1
	Geography.II.2-B.1		1		1
	Geography.II.2-B.4	1	1		2
	Geography.II.2-C.2	1	1		2
	Geography.II.2-E.3		1		1
Indigenous Period	History.I.1-A.2	1	1	1	3
	History.I.1-A.5		1	1	2
Spanish & Mexican Period	History.I.1-A.3	1	1		2
	Geography.II.2-B.4				
	History.I.1-A.4		1	1	2
	History.I.1-A.6		1	1	2
American Period & Civics	History.I.1-A.3		1		1
	History.I.1-A.4		1		1
	History.I.1-B.1	2	1	1	4
	Economics.IV.4-C.4	1	2		3
	Civics.III.3-C.1		1		1
	Civics.III.3-C.2		1		1
Total		7	19	5	31