

NM Public Education Department

SOCIAL STUDIES: U.S. GOVERNMENT

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

ASSESSMENT BLUEPRINT

Purpose Statement

Social Studies: U.S. Government

The U.S. Government 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. Government or related courses.

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

- 2730 - U.S. Government-Comprehensive
- 2732 - Topics in U. S. Government
- 2734 - Comparative Government
- 2736 - AP U.S. Government
- 2739 - Principles of Democracy
- 2740 - Government and Politics - Other

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 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
- Juan Armijo, Las Cruces Public Schools Virtual Learning Academy
- Amy Page, Moriarty-Edgewood School District
- Lonnie Baca, Clovis Municipal Schools
- Tommy Standefer, Alamogordo Public Schools
- Joshua Merrill, Southwest Secondary Learning Center Charter School, Albuquerque

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:</p> <p>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><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>	<p>Standards with Test Item Specifications:</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 a stimulus (e.g., primary/secondary sources, political cartoons, pictures, graphs)</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 U.S. Government 9-12

Standard/Learning Outcome	Performance Standards & Specifications:
<p>Civics.III.3-A.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-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p>	<p>Performance Standards & Specifications:</p> <p>1. Analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated in Article I of the Constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and anti-federalist positions</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify the constitutional requirements to serve in the House of Representatives and the Senate (i.e., age, residence, citizenship) • Focus on how bills become law or get defeated in Congress • Understand the basic arguments set forth by federalist and anti-federalist • Compare the roles and differences between the House of Representatives and the Senate • Examine the system of checks and balances • Identify the powers of the Speaker of the House; know the duties of Vice President as President of the Senate • Understand the roles of committees in each chamber • Identify the importance of John Locke and Montesquieu in their contributions to the U.S. Constitution <p>Item Types: MC with or without a stimulus</p> <p>Sample Question:</p> <p>Who presides over the U.S. Senate and can only vote in the case of a tie?</p> <ul style="list-style-type: none"> A. the Speaker B. the Vice President* C. the President Pro Tempore D. the Majority Leader <p>DOK 1</p>
<p>Civics.III.3-A.2</p>	<p>Performance Standards & Specifications:</p> <p>2. Analyze the structure, powers and role of the executive branch of the United States government, to include: specific powers delegated in Article II of the Constitution; checks</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: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p>	<p>and balances; development of the cabinet and federal bureaucracy; roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party”</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify qualifications to be President • Examine Presidential powers limits placed on executive powers • Know the 22nd and 26th Amendments • Analyze role of the cabinet • Understand Executive Privilege and checks and balances as applied by the Supreme Court in <i>U.S. v Nixon</i>
<p>Civics.III.3-A.3</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</p>	<p>Item Types: MC with or without a stimulus</p> <p>Sample Question:</p> <p>Which constitutional power is a check that the President has against Congress?</p> <p>A. the power to veto bills*</p> <p>B. the power to pardon criminals</p> <p>C. the power to nominate judges</p> <p>D. the power to make constitutional amendments</p> <p>DOK 1</p> <p>Performance Standards & Specifications:</p> <p>3. Examine the election of the president through the nomination process, national conventions and electoral college</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify the order of the steps for being elected to the office of the president from the primary/caucus, to nomination and general election to Electoral College process • Know that the political party has a national convention, attended by delegates and invited by their political party • Identify the role of the Electoral College in our electoral process • Know that the number of electors/delegates from each state is determined by the number of representatives in the U.S. House of Representatives

<p>constitutions and how governments function at local, state, tribal, and national levels.</p> <p>Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p>	<p>Item Types: MC with or without a stimulus</p> <hr/> <p>Sample Question:</p> <p>Which sequence of events accurately illustrates a winning candidate’s path to the presidency?</p> <ol style="list-style-type: none"> 1. campaigning against members of the same party 2. winning nomination 3. announcing candidacy 4. winning electoral vote 5. campaigning against members of different parties <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>(A) 3 → 2 → 4 → 1 → 5</p> <p>(B) 2 → 3 → 1 → 4 → 5</p> <p>(C) 3 → 1 → 2 → 5 → 4</p> <p>(D) 5 → 4 → 1 → 3 → 2</p> </div> <p>*(C) is the correct answer DOK 2 <i>This item was released from the NMPED 2016-17 operational form.</i></p>
<p>Civics.III.3-A.4</p> <p>STRAND: Civics and Government</p> <p>Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and</p>	<p>Performance Standards & Specifications:</p> <p>4. Analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include: specific powers delegated by the Constitution in Article III and described in the <i>Federalist Papers</i> #78-83; checks and balances; judicial review as developed in <i>Marbury v. Madison</i>; issues raised in <i>McCulloch v. Maryland</i>; dual court system of state and federal governments, including their organization and jurisdiction.</p>

<p>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: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p>	<p>Specifications:</p> <ul style="list-style-type: none"> • Understand the nomination and confirmation process of Supreme Court justices • Understand the courts use of precedent (<i>stare decisis</i>) in their decisions • Define <i>writ of certiorari</i> • Understand the constitutional due process protections in <i>Miranda v. Arizona</i> • Explain the concept of judicial review as set forth in <i>Marbury v. Madison</i> • Know the role of the lower courts (i.e., district, metro, magistrate, municipal, tribal) <p>Item Types: MC with or without a stimulus</p> <p>Sample Question:</p> <p>When the U.S. Supreme Court cites <i>stare decisis</i>, which constitutional principle is the Court adhering to?</p> <p>A. trial by jury B. precedent * C. the appellate process D. due process of law</p> <p>DOK 1 <i>This item was released from the NMPED 2016-17 operational form.</i></p>
<p>Civics.III.3-A.5</p> <p>STRAND: Civics and Government Content</p> <p>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</p>	<p>Performance Standards & Specifications:</p> <p>5. Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Understand the foundations of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws • Identify voting Amendments (15th, 19th, 24th and 26th) • Identify freedoms protected by the Bill of Rights • Identify rights of the accused and due process such as the right to counsel, the right

<p>governments function at local, state, tribal, and national levels.</p> <p>Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p>	<p>to a jury, and the Miranda protections</p> <p>Item Types: MC with or without a stimulus</p> <p>Sample Question:</p> <p>According to the language in the 26th Amendment to the U.S. Constitution, what two criteria would permit a person to vote?</p> <p>A. 18 years of age; and a U.S. citizen*</p> <p>B. 21 years of age; and a resident of the U.S.</p> <p>C. 18 years of age; and literate</p> <p>D. 21 years of age; and without a criminal background</p> <p>DOK 1</p>
<p>Civics.III.3-A.6</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: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or</p>	<p>Performance Standards & Specifications:</p> <p>6. Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for judges; organization of county and municipal governments; and describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Understand the differences between U.S. and N.M. Constitutions: (i.e., Powers of the President vs Powers of the Governor, differences in the judicial appointment process, the role of federalism between the federal government and the state) • Understand the use of the line-item veto power of the Governor • Identify the appointment, election, and retention process for state judges <p>Item Types: MC with or without a stimulus</p> <p>Sample Question:</p> <p>Which of the following does the President of the United States and the Governor of New Mexico have in common?</p>

governance documents:	<p>A. both must be 30 years of age to hold office B. both are elected to four-year terms* C. both are elected in the same years D. both must have resided in the U.S. for at least 10 years</p> <p>DOK 1</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>Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world:</p>	<p>Performance Standards & Specifications:</p> <p>2. Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: Iroquois league and its organizational structure for effective governance; basic philosophical principles of John Locke expressed in the second treatise of government (nature, equality, and dissolution of government); foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals); importance of the founders of the rights of Englishmen, the Magna Carta and representative government in England;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify the fundamentals and requirements of a “state” • Identify the Social Contract Theory • Examine the contributions English political documents <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>Which essential feature of a state would be key to making laws?</p> <p>A. size of the state population B. state political traditions C. state sovereignty* D. size of state territory</p> <p>DOK 1</p>
<p>Civics.III.3-C.4</p> <p>STRAND: Civics and Government</p> <p>Content Standard III: Students</p>	<p>Performance Standards & Specifications:</p> <p>4. Analyze the historical sources and ideals of the structure of the United States government, to include: principles of democracy; essential principles of a republican form of government; code of law put forth in the Code of Hammurabi; separation of powers as expressed by the Baron of Montesquieu; checks and balances as expressed by Thomas Hobbes; ideas of individual rights developed in the English bill of rights; role of philosophers in supporting</p>

<p>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 and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world:</p>	<p>changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire);</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify key contributions of early English political documents and comparisons to other foundational documents • Contrast the social contract ideas of Hobbes with Locke • Understand Separation of Powers (three branches of government) <p>Item Types: MC with or without a stimulus</p> <p>Sample Question:</p> <p>Which provisions in the U.S. Constitution relating to the President are mirrored from provisions in the English Bill of Rights?</p> <p>A. the power of pardon B. the requirement to execute the law* C. the power to make treaties D. the power to nominate judges</p> <p>DOK 2</p>
<p>Civics.III.3-C.6</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,</p>	<p>Performance Standards & Specifications: 6. Compare and contrast the unitary, confederal and federal systems;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Know which system pertains to the United States • Know under what circumstances the United States had a confederal system (Articles of Confederation, the Confederacy during the Civil War) • Identify modern examples of unitary and confederal systems <p>Item Types: MC with or without a stimulus</p> <p>Sample Question:</p> <p>In a confederal system of government, power is primarily held or shared by which level(s)?</p> <p>A. held by the regional governments* B. shared by the regional and national governments</p>

<p>state, tribal, and national levels.</p> <p>Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world:</p>	<p>C. held by the national government D. shared by the regional and municipal governments</p> <p>DOK 1</p>
<p>Civics.III.3-C.9</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 and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world:</p>	<p>Performance Standards & Specifications</p> <p>9. Analyze and evaluate the concept of limited government and the rule of law;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify limitations as imposed by amendments • Identify scenarios where the rule of law is applied <p>Item Types:</p> <p>MC with or without a stimulus</p> <p>Sample Question:</p> <p>Read the quote below and then answer the question that follows:</p> <p><i>There can be no free society without law administered through an independent judiciary. If one man can be allowed to determine for himself what is law, every man can. That means first chaos, then tyranny.</i></p> <p>—U.S. Supreme Court Justice Felix Frankfurter, United States v. United Mine Workers (1947) Source:https://www.americanbar.org/content/dam/aba/migrated/publiced/features/Part1DialogueROL.authcheckdam.pdf</p> <p>What legal concept is supported by Justice Frankfurter's quote?</p> <p>A. popular sovereignty B. social contract C. the rule of law* D. the right to due process</p> <p>DOK 2</p>
<p>Civics.III.3-C.12</p>	<p>Performance Standards & Specifications:</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 and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world:</p>	<p>12. Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify forms of government (i.e., direct democracy, representative democracy, oligarchy, autocracy, theocracy) • Identify sources of governmental power (i.e., popular sovereignty, divine right, force, evolutionary) • Compare and contrast forms of government and government powers
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>Read the excerpt below and then answer the question.</p> <p>— That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, -Excerpt from the <i>Declaration of Independence, 1776</i></p> <p>The excerpt above best represents which of the following ideas?</p> <ul style="list-style-type: none"> A. divine right theory B. force theory C. totalitarianism D. representative democracy* <p>DOK 2</p>
<p>Civics.III.3-D.1</p> <p>STRAND: Civics and Government</p> <p>Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and</p>	<p>Specifications:</p> <ul style="list-style-type: none"> • Explain the impact of advocacy in politics (i.e., interest groups, single-issue groups, lobbyists, PACs, 527 groups, organizations, Super PACs) • Know the powers and limitations of special interest groups <p>Item Types:</p>

<p>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-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing.</p>	<p>MC with or without a stimulus</p> <p>Sample Question:</p> <p>The U.S. Supreme Court in <i>Citizens United v. Federal Election Commission</i> (2010) ruled that campaign finance laws fall under the constitutional protection of which constitutional protected right?</p> <ul style="list-style-type: none"> A. the right to petition B. the right to due process C. the right to assembly D. the right to free speech * <p>DOK 1</p>
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<p>Civics.III.3-D.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>Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing.</p>	<p>Performance Standards & Specifications:</p> <p>2. Analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the Federalist Papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service and military service.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Obligations of the citizens of the United States (i.e., registering for selective service, paying taxes) • Ideas of serving the public good and protecting self-interests (i.e., jury duty, voting, military service, obeying the law)
	<p>Item Types:</p> <p>MC with or without a stimulus</p>
	<p>Sample Question:</p> <p>Which of the following is considered an obligation for an 18-year old male citizen in the United States?</p> <ul style="list-style-type: none"> A. serving on juries B. voting in elections C. enlisting in active military duty D. registering for the selective service* <p>DOK 1</p>

U.S. Government EoC Reporting Category Alignment Chart					
Reporting Categories	Standard	DOK (Count by DOK)			Totals
		1	2	3	
Structure and Function of the U.S. Government	Civics.III.3-A.1	6	2		8
	Civics.III.3-A.2	2			2
	Civics.III.3-A.3	2			2
	Civics.III.3-A.4	1	1		2
	Civics.III.3-A.5	2	5		7
	Civics.III.3-A.6			1	1
Foundations of the American Political System	Civics.III.3-C.2	1	1	1	3
	Civics.III.3-C.4		2		2
	Civics.III.3-C.6	1	1		2
	Civics.III.3-C.9		2		2
	Civics.III.3-C.12		1		1
Rights and Responsibilities of Citizens	Civics.III.3-D.1	1			1
	Civics.III.3-D.2	2			2
Grand Total		18	15	2	35