

NM Public Education Department

SOCIAL STUDIES: GEOGRAPHY

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 18-19

ASSESSMENT BLUEPRINT

Purpose Statement

Geography

The Geography End-of-Course (EOC) Exam is new this year and 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 World Geography.

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

- 2701 World Geography

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, 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
- Connie Hudgeons, Albuquerque Public Schools

Explanation of Blueprint & Test Specifications Table

Standard/Benchmark	Test Item Specifications:
<p><i>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</i></p> <p><i>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.</i></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>
	<p>Item Types:</p> <p><i>The item types for this EOC exam are limited to: MC = Multiple Choice with or without stimulus (e.g., primary/secondary sources, diagrams, charts, maps)</i></p>
	<p>Sample Question(s):</p> <p><i>Sample questions have been provided to assist teachers to correlate the questions with the performance standards and the test item specification, when applicable.</i></p> <ul style="list-style-type: none"> ● <i>An * denotes the correct answer</i> ● <i>DOK = Depth of Knowledge</i> ● <i>Some sample questions may be released items from prior EOC exams</i>

Blueprint and Specifications Table for Geography 9-12

STANDARD/BENCHMARK	PERFORMANCE STANDARDS WITH TEST SPECIFICATIONS
<p>Geography.II.2-A.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 another and their environments.</p> <p>Benchmark 2-A Geography: 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>Performance Standard with Test Specification:</p> <p>1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems;</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● identify and use various map projections, charts, graphs, and diagrams <p>Item Type: <i>MC with or without stimulus</i></p> <p>Sample Question: Geography.II.2-A.1</p> <div style="text-align: center;">  </div> <p>Source: https://upload.wikimedia.org/wikipedia/commons/9/97/Worldmap-Mercator.jpg</p> <p>The map above is what type of projection?</p> <p>A. Robinson B. Mercator* C. Peterson D. Lambert</p> <p>DOK 1</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. Geography: 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>Performance Standard with Test Specification:</p> <p>2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● identify five themes of geography ● understand spatial organization of data (e.g., economic, cultural, population, industrial, agricultural, political) ● analyze population pyramids and demographic transition model <p>Item Type:</p> <p><i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-A.2</p> <p>What is forced migration?</p> <ul style="list-style-type: none"> A. the deportation of undocumented citizens often occurring without consent by the government currently in power B. the process by which peoples from the same town follow others from that town to a particular city or neighborhood C. the rate of people moving into a country less the number of people moving out of the same country D. the movement of a person or persons away from their home region and often prompted by violent coercion* <p>DOK 1</p>
<p>Geography.II.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 another and their environments.</p>	<p>Performance Standard with Test Specification:</p> <p>1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change;</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● identify organizing characteristics of regions – manmade and natural ● identify types of regions and human environment interactions ● know the five stages of economic development

<p>Benchmark 2-B: Geography analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</p>	<ul style="list-style-type: none"> • understand the demographic transition model
<p>Geography.II.2-B.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-B: Geography analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</p>	<p>Item Type: <i>MC with or without stimulus</i></p> <p>Sample Question: Geography.II.2-B.1</p> <p>The pacific Ring of Fire is connected by what geographic feature?</p> <ul style="list-style-type: none"> A. ocean currents B. earthquakes C. volcanoes* D. tsunamis <p>DOK 1</p> <hr/> <p>Performance Standard with Test Specification:</p> <p>2. Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • identify natural and manmade features <p>Item Type: <i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-B.2</p> <p>Read the definition of “Place,” which is one of the five themes of geography.</p> <p><i>“Geographers study this geography theme by looking at the characteristics that distinguish one place from another place on Earth. These physical and human characteristics can include landforms, waterways, people, climate, languages, communication, and transportation.”</i></p> <p><i>Source: http://www.brighthubeducation.com/help-with-geography/47539-5-themes-of-geography-examples/</i></p> <p>What can be concluded based on the definition above?</p> <ul style="list-style-type: none"> A. San Diego, California is located south of Los Angeles, California. B. People caught in a war zone quickly flee to other locations.

	<p>C. People in cities with air pollution are more likely to suffer from asthma. D. Cities with large populations are often located where there is fresh water.* DOK 2</p>
<p>Geography.II.2-B.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-B: Geography analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</p>	<p>Performance Standard with Test Specification:</p> <p>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism);</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● identify assimilation and diffusion <p>Item Type: <i>MC with or without stimulus</i></p> <p>Sample Question: Geography.II.2-B.3</p> <p>After reading the passage, answer the question below.</p> <p><i>Most tourism in natural areas today is not ecotourism and is not, therefore, sustainable. Ecotourism is distinguished by its emphasis on conservation, education, traveler responsibility and active community participation. Specifically, ecotourism possesses the following characteristics:</i></p> <ul style="list-style-type: none"> ○ <i>Conscientious, low-impact visitor behavior</i> ○ <i>Sensitivity towards, and appreciation of, local cultures and biodiversity</i> ○ <i>Support for local conservation efforts</i> ○ <i>Sustainable benefits to local communities</i> ○ <i>Local participation in decision-making</i> ○ <i>Educational components for both the traveler and local communities</i> <p><i>Source: https://www.nature.org/greenliving/what-is-ecotourism.xml</i></p> <p>Which of the following is an example of ecotourism as described above?</p> <ul style="list-style-type: none"> A. a weekend tour to Las Vegas, Nevada to see all of the bright lights and man-made attractions B. a weekend visit to the Grand Canyon where a tourist stays in a cabin and goes four wheeling C. a weekend visit to a wilderness campground that requires a tourist to hike and pack everything in and out*

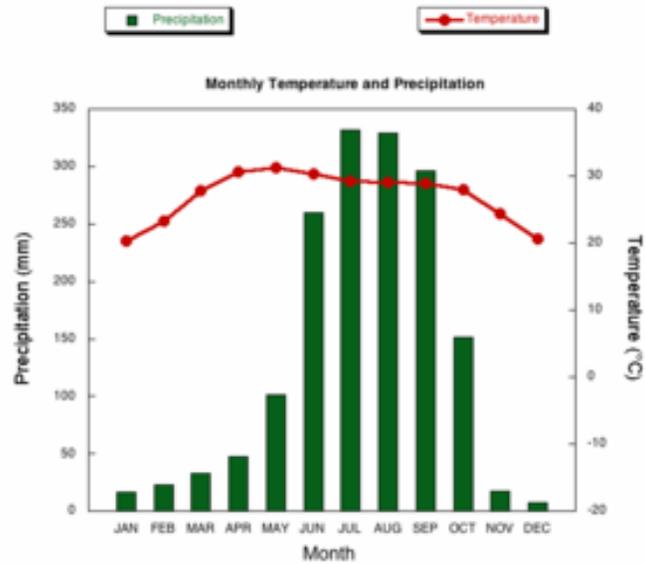
	<p>D. a weekend visit to the coast where a tourist can go deep sea fishing and spend time on a motorized boat</p> <p>DOK 2</p>
<p>Geography.II.2-B.4</p> <p>STRAND: Geography</p> <p>Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</p> <p>Benchmark 2-B: Geography analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:</p>	<p>Performance Standard with Test Specification:</p> <p>4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● identify sacred places (e.g. – Ares Rock, Australia; Jerusalem, Israel; Blue Lake, New Mexico, USA; Stonehenge, England; Mt. Emei, China [Stairway to Heaven]; Taj Mahal, India; Nazca Lines, Peru; Chinatown, Vancouver, BC, Canada; Hagia Sophia, Istanbul, Turkey) ● understand the formation of ghettos ● identify how changes in cultural identity can lead to conflict (e.g. colonialism and African tribal lands) <p>Item Type: <i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-B.4</p> <p>The modern concept of a “ghetto” is tied to its historic definition. What is the historic definition of “ghetto?”</p> <ul style="list-style-type: none"> A. a residential area where the people who live in it do not share common cultural characteristics B. a residential area where the people who live in it share common cultural characteristics* C. a residential area that is made up of multiple family homes such as apartment buildings D. a residential area that is made up of single family detached homes <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: Geography analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future:</p>	<p>Performance Standard with Test Specification:</p> <p>2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources;</p> <p>Specifications:</p> <ul style="list-style-type: none"> Identify the cause and effect of humans and human settlement upon the past (i.e., dam building, flooding, erosion, irrigation, climate change) <p>Item Type: <i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-C.2</p> <p>For what purpose was the Three Gorges Dam built?</p> <ul style="list-style-type: none"> A. to limit travel on the Yellow River B. to control flooding in the Yellow River drainage basin* C. to prevent the Mongols from invading China D. to create lakes for the Olympics <p>DOK 1</p>
<p>Geography.II.2-C.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-C: Geography analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future:</p>	<p>Performance Standard with Test Specification:</p> <p>3. Analyze the role that spatial relationships have played in effecting historic events;</p> <p>Specifications:</p> <ul style="list-style-type: none"> analyze types of borders and boundaries identify locations of natural resources; areas of historic border conflict (e.g., Germany and France; Russia and China; India and Pakistan) <p>Item Type: <i>MC with or without stimulus</i></p> <p>Sample Question: Geography.II.2-C.3</p> <p>The historic boundary conflict between Germany and France has been over the control of what natural resources?</p> <ul style="list-style-type: none"> A. oil and uranium B. coal and iron ore* C. water and gas

	D. timber and potash DOK 1
<p>Geography.II.2-C.4</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: Geography analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future:</p>	<p>Performance Standard with Test Specification:</p> <p>4. Analyze the use of and effectiveness of technology in the study of geography;</p> <p>Specifications:</p> <ul style="list-style-type: none"> identify types of geographic technology (i.e., astrolabe, compass, cartography, globe, GIS, GPS)
	<p>Item Type:</p> <p><i>MC with or without stimulus</i></p>
	<p>Practice Question: Geography.II.2-C.4</p> <p>Which geographic tool has revolutionized the field of geography over the past 20 years?</p> <ul style="list-style-type: none"> A. Global Positioning System* B. Bluetooth technology C. Rand McNally mileage calculator D. The Mercator projection map <p>DOK 1</p>
<p>Geography.II.2-D.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 another and their environments.</p> <p>Benchmark 2-D: Geography analyze how physical processes shape the earth's surface</p>	<p>Performance Standard with Test Specification:</p> <p>1. Analyze how the earth's physical processes are dynamic and interactive;</p> <p>Specifications:</p> <ul style="list-style-type: none"> identify weather and climate processes identify types of biosystems and bio-zones identify Climate zones and purpose of climographs
	<p>Item Type:</p> <p><i>MC with or without stimulus</i></p>
	<p>Sample Question: Geography.II.2-D.1</p> <p>Read the quote then answer the question.</p>

<p>patterns and Biosystems:</p>	<p><i>“One meteorologist remarked that if the [Butterfly Effect] theory were correct, one flap of a sea gull’s wings would be enough to alter the course of the weather forever. The controversy has not yet been settled, but the most recent evidence seems to favor the sea gulls.”</i></p> <p>-Edward Lorenz, 1963.</p> <p>Which of the following is best supported by Lorenz’s quote?</p> <p>A. A very small change in conditions may have large effects in general and in weather specifically. *</p> <p>B. Research shows that small changes in initial conditions do not have a long-term effect on weather.</p> <p>C. A sea gull’s wings is a reliable predictor of the weather.</p> <p>D. Climate and weather are the same thing.</p> <p>DOK 3</p>
<p>Geography.II.2-D.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-D: Geography analyze how physical processes shape the earth’s surface patterns and biosystems:</p>	<p>Performance Standard with Test Specification:</p> <p>3. Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality;</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● identify uses and locations of water reserves ● analyze New Mexico weather and climate patterns <p>Item Type:</p> <p><i>MC with or without stimulus</i></p> <p>Sample Question: Geography.II.2-D.3</p> <p>When does New Mexico receive most of its average rainfall?</p> <p>A. during winter snowfall season</p> <p>B. during the spring and fall seasons*</p> <p>C. equal amounts of precipitation occur all year long</p> <p>D. precipitation is heaviest during January and February</p> <p>DOK 2</p>

<p>Geography.II.2-D.4</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-D: Geography analyze how physical processes shape the earth’s surface patterns and biosystems:</p>	<p>Performance Standard with Test Specification:</p> <p>4. Explain the dynamics of the four basic components of the earth’s physical systems (atmosphere, biosphere, lithosphere and hydrosphere).</p> <p>Specifications:</p> <ul style="list-style-type: none"> understand climate pattern shifts (i.e., melting glacial water, rise in ocean levels, changes in the earth’s mantle and crust) <p>Item Type: <i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-D.4</p> <p>Oxygen level changes in the atmosphere would most impact which other physical system?</p> <p>A. hydrosphere B. lithosphere C. biosphere* D. geosphere</p> <p>DOK 3</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: Geography analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</p>	<p>Performance Standard with Test Specification:</p> <p>3. Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms and climates in developing and developed countries;</p> <p>Specifications:</p> <ul style="list-style-type: none"> identify the relationship of landforms to biomes, climate and population patterns analyze climographs <p>Item Type: <i>MC with or without stimulus</i></p> <p>Sample Question: Geography.II.2-E.3</p> <p>Analyze the climograph of Calcutta, India and then answer the question.</p>



<https://upload.wikimedia.org/wikipedia/commons/thumb/4/4e/CalcuttaMetric.png/330px-CalcuttaMetric.png>

What type of weather would be expected during the summer months in Calcutta?

- A. dry and hot
- B. wet and hot*
- C. dry and cold
- D. wet and cold

DOK 2

Geography.II.2-E.4

STRAND: Geography

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.

Benchmark 2-E: Geography analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:

Performance Standard with Test Specification:

4. How cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States and throughout the world (e.g., land grants, border issues, United States territories, Israel and the Middle East, the former Soviet Union, and Sub-Saharan Africa);

Specifications:

- identify types of land grants
- identify types of borders and state shapes
- analyze cause and effects of border issues

Item Type:

MC with or without stimulus

Practice Question: Geography.II.2-E.4

Study the map and then answer the question below:

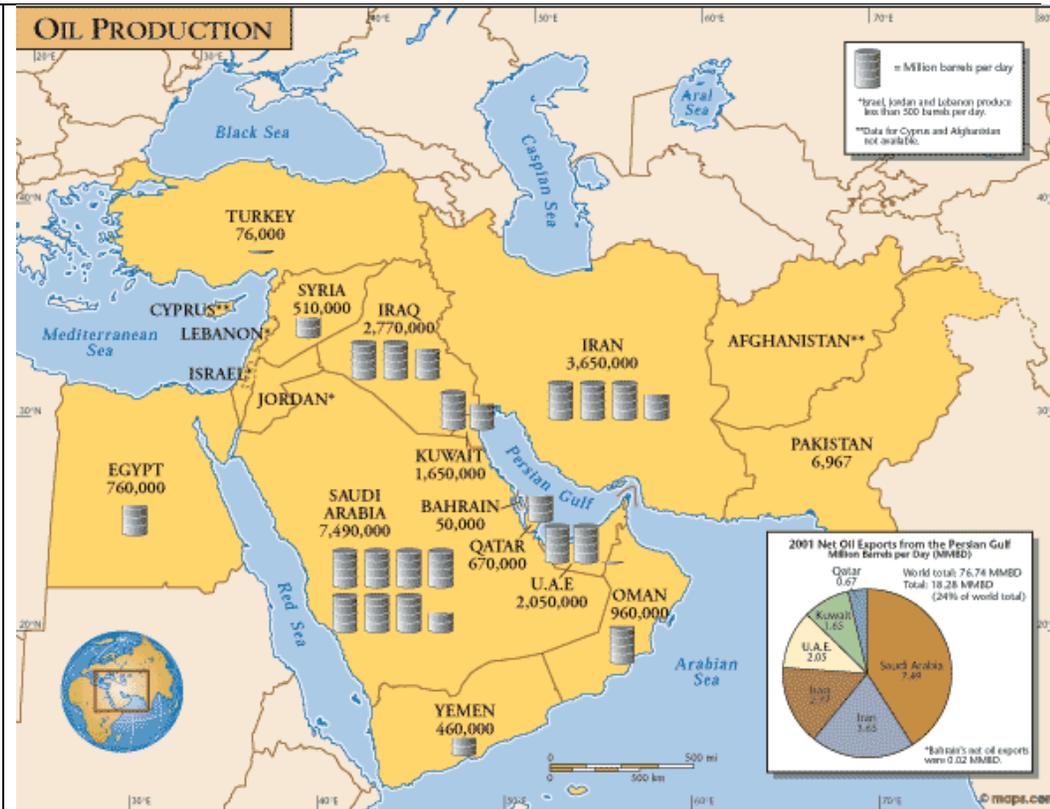


Source: <http://www.bbc.com/news/world-middle-east-11102696>

The map of Israel has changed over the years due to war. Which statement is supported by the map?

- A. Israel has always had secure and defined borders since it was recognized as

	<p>an independent country.</p> <p>B. The borders of the Israel have been under dispute ever since it became an independent country.*</p> <p>C. Jordan and Syria have taken over part of Israel through different wars that they have been involved in.</p> <p>D. The areas of Gaza, the West Bank and Golan Heights have asked to join Israel.</p> <p>DOK 2</p>
<p>Geography.II.2-E.6</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: Geography analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</p>	<p>Performance Standard with Test Specification: Geography.II.2-E.6</p> <p>6. Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources);</p> <p>Specifications:</p> <ul style="list-style-type: none"> • identify conflicts among groups (e.g., Iraq, Kuwait; Palestine, India, Bangladesh; Russia, Chechnya, Georgia; Israel, Palestine; Iraq, Turkmenistan, Armenia) <p>Item Type:</p> <p><i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-E.6</p>



Source: <https://s-media-cache-ak0.pinimg.com/originals/c0/43/87/c043871afdc2eb8cc38d8b13381a1027.gif>

Given the conflicts in the Middle East over oil, what can be concluded based on the map?

- A. Petroleum in the Middle East is equally distributed, and all countries experience a high standard of living.
- B. Petroleum in the Middle East is unequally distributed, so that some countries are better off than others. *
- C. Petroleum in the Middle East is nearly depleted and soon all countries will be poor.
- D. Petroleum in the Middle East is so prevalent, that prices will continue to drop to historically low levels.

DOK 2

<p>Geography.II.2-E.7</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: Geography analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:</p>	<p>Performance Standard with Test Specification: Geography.II.2-E.7 7. Evaluate the effects of technology on the developments, changes to, and interactions of cultures;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Type: <i>MC with or without stimulus</i></p> <p>Sample Question:</p> <p>In the past decade, what technology has allowed for the fast spreading of global ideas?</p> <ul style="list-style-type: none"> A. radio B. social media* C. television D. cell phones <p>DOK 1</p>
<p>Geography.II.2-F.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 another and their environments.</p> <p>Benchmark 2-F: Geography analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict</p>	<p>Performance Standard with Test Specification: 1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Identify the impact of man-made modification processes (e.g., strip mining, deep mining, terra forming, terracing, irrigation, deforestation) • identify the impact of natural processes (e.g., erosion, fire, tornado, tsunami, flood, earthquake, volcano) <p>Item Type: <i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-F.1</p> <p>What is the natural process that removes soil, rock, or dissolved material from the earth’s surface?</p>

<p>our global capacity to support human activity</p>	<p>A. transpiration B. erosion* C. corrosion D. desertification</p> <p>DOK 1</p>
	<p>Item Type: <i>MC with or without stimulus</i></p>
	<p>Sample Question: Geography.II.2-F.2</p> <p>Which environmental pattern shift most impacts rainfall in our state?</p> <p>A. changes in wind patterns over the Gulf of Mexico and Pacific Ocean* B. changes in wind patterns over the Rocky Mountains C. changes in the Gulfstream D. changes in the Sirocco Wind</p> <p>DOK 3</p>
<p>Geography.II.2-F.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-F: Geography analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity</p>	<p>Performance Standard with Test Specification:</p> <p>3. Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners and the potential redistribution of resources based on changing patterns and alignments.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● identify transportation patterns and trade routes, transportation costs, ● understand the purpose and impact of NAFTA, TPP, OPEC, and ASEAN <p>Item Type: <i>MC with or without stimulus</i></p> <p>Practice Question: Geography.II.2-F.3</p> <p>What percentage of the world's goods still move by ship?</p> <p>A. 50% B. 30% C. 90%* D. 70%</p> <p>DOK 1</p>

Geography EoC Reporting Category Alignment Chart					
Reporting Categories	Standard	DOK (Count by DOK)			Total
		1	2	3	
Geographic Tools & Spatial Interaction	Geography.II.2-A.1	2	2		4
	Geography.II.2-A.2	1	2		3
Geographic Characteristics	Geography.II.2-B.1	2	2	1	5
	Geography.II.2-B.2	1		1	2
	Geography.II.2-B.3	1	1		2
	Geography.II.2-B.4	3			3
	Geography.II.2-C.2		1		1
	Geography.II.2-C.3	1	1		2
	Geography.II.2-C.4		1		1
Physical Patterns & Processes	Geography.II.2-D.1	1			1
	Geography.II.2-D.3		1		1
	Geography.II.2-D.4	2			2
	Geography.II.2-E.3	2	3		5
	Geography.II.2-E.4		1		1
	Geography.II.2-E.6		1		1
	Geography.II.2-E.7		2		2
Patterns of Change	Geography.II.2-F.1	2			2
	Geography.II.2-F.3	2	2		4
Total		20	20	2	42