



SOCIAL STUDIES: NEW MEXICO HISTORY

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 19-20

ASSESSMENT BLUEPRINT



Purpose Statement

New Mexico History

The New Mexico 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 a course in Geography or related courses.

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

- 2717 - New Mexico History

EOCs are intended to serve as a summative exam covering a range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels and may be used to contribute to a portion of the student's course grade and for graduation determinations.

“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
- David Luera, Las Cruces Public Schools
- Jamie Patterson, Lac Cruces 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> ● <i>Topics and terms in bold will be emphasized on the exam.</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 & Specifications Table New Mexico History 9-12

Standard/Benchmark	Standards with Specifications:
<p>History.I.1-A.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-A: New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p>1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Understand reasoning and impact of Indian boarding schools ● Identify events associated with the passage of bills and laws that impacted Native Americans
	<p>Item Types: <i>MC = multiple choice with or without stimulus</i></p>
	<p>Sample Question:</p> <p>What outcome of the Indian Reorganization Act is still noticeable today in New Mexico?</p> <ul style="list-style-type: none"> A. Native peoples are still restricted from carrying on traditional customs and cultural practices. B. Reservations are still governed by the authority of the New Mexico State Legislature. C. Native peoples must attend schools, as the Federal government expects them to assimilate. D. Reservation areas are checkerboarded in various areas of the state, as Native land was not fully returned. * <p>DOK 2</p>
<p>History.I.1-A.2a History.I.1-A.2b History.I.1-A.2d History.I.1-A.2e</p> <p>STRAND: History</p>	<p>Standards with Specifications:</p> <p>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include:</p> <ul style="list-style-type: none"> a. land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels; b. role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations; d. role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects);

<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: analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p>e. unique role of New Mexico in the 21st century as a “minority majority” state.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Replace all e.g. with i.e. ● Understand how land grants were established, the Santa Fe Ring, problems with proving ownership of a land grant; Reies Lopez Tijerina, La Alianza Federal de Mercedes ● Analyze the case of Mt. Taylor uranium mining in light of the Natural Historic Preservation Act of 1966 ● Identify the primary effect of the Indian Reorganization Act
	<p>Item Types: <i>MC = multiple choice with or without stimulus</i></p>
	<p>Sample Question: History.I.1-A.2a</p> <p>What do the following three terms have in common?</p> <ul style="list-style-type: none"> ● Las Gorras Blancas ● Colfax County War ● Thomas B. Carton <p>A. All three were connected to land grants.* B. All three have national monuments in their honor. C. All three were important people or events during WWI. D. All three are mentioned in the Treaty of Guadalupe Hidalgo.</p> <p>DOK 2</p>

<p>History.I.1-A.3</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</p>	<p>Standards with Specifications:</p> <p>3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march)</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Replace all e.g. with i.e.
	<p>Item Types: <i>MC = multiple choice with or without stimulus</i></p>
	<p>Sample Question:</p>

<p>experience.</p> <p>Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p>Why was Los Alamos chosen as the ideal location for the development of the atomic bomb?</p> <p>A. It was a leader in both technological and industrial growth at the time. B. It was a small and isolated Hispanic community with few roads. * C. It was a large urban area with many highly skilled workers. D. It was an area where there was a high volume of tourism.</p> <p>DOK 2</p>
<p>History.I.1-A.4</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: analyze how people and events of New Mexico have influenced United States and world history since statehood:</p>	<p>Standards with Specifications:</p> <p>4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p> <p><i>MC = multiple choice with or without stimulus</i></p> <p>Sample Question:</p> <p>Read the following and then answer the question below.</p>

- Sandia National Laboratories – Centrally located in Albuquerque, Sandia National Laboratories is a leading government R&D laboratory, focusing on nuclear weapons technology and security, energy, climate and infrastructure security, defense systems, and homeland security.
- Los Alamos National Laboratory – Los Alamos National Laboratory, located less than an hour's drive from Santa Fe, is a premier national security research institution focused on delivering scientific and engineering solutions for the most crucial and complex problems including the advancement of bioscience, chemistry, computer science, earth and environmental sciences, materials science, and physics.
- UNM – Nonprofit that handles University of New Mexico technologies and brings them to the marketplace through patent applications, license and options agreements, and start-up companies.
- New Mexico Consortium – Engages universities and industry in scientific research in the nation's interest and to increase the role of Los Alamos National Laboratory (LANL) in science, education and economic development.
- Microsystems & Engineering Science Application Center (MESA) – Located at Sandia Labs. It represents the essential facilities and equipment to design, develop, manufacture, integrate, and qualify trusted microsystems for national security needs.
- Pulse Power Center – Also locates in Sandia Labs. Houses some of the world's most advanced optics equipment. The center has technologies to create, diagnose, and model extreme radiation, high energy density environments, and inertial confinement fusion.

Source: <http://www.nmpartnership.com/industries/emerging-technology/>

Which comment is supported by the evidence in the text above?

- A. Non-profit business centers are extremely important in the state of NM.
- B. The defense industry, science and technology are essential parts of the NM economy. *
- C. The state of NM is totally dependent upon funding from the federal government.
- D. The impact of science and technological research has been shrinking in recent years in the state of NM.

DOK 2

Geography.II.2-E.1

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

Standards with Specifications:

1. Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico's population growth;

Specifications:

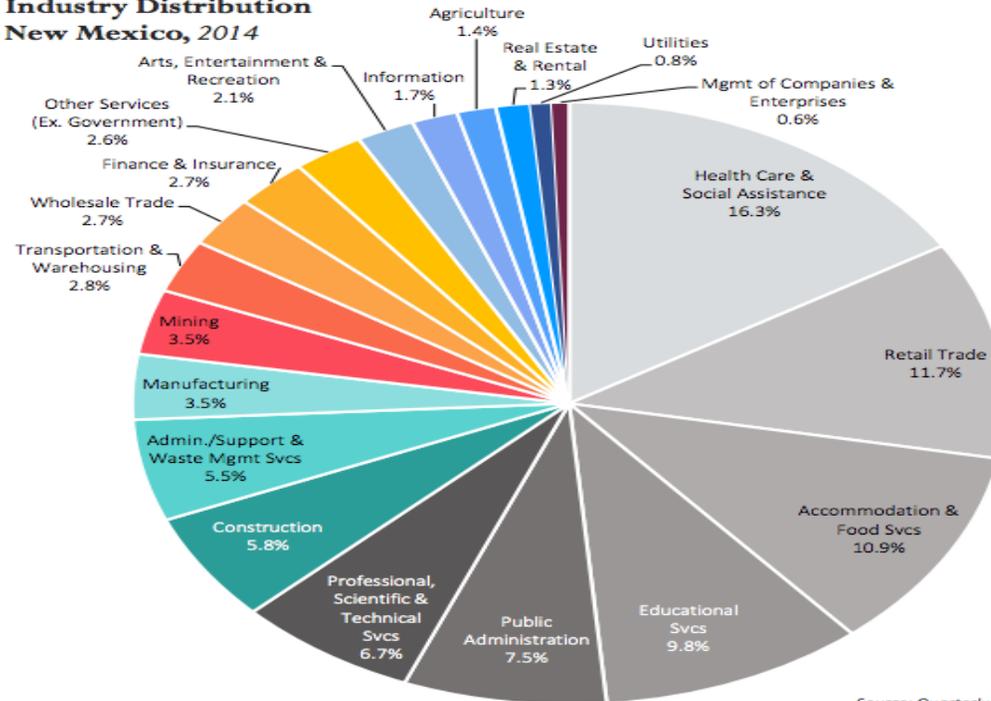
- Replace all e.g. with i.e.
- Identify economic and industrial activities in different geographic areas of the state
- Analyze information found on charts or graphs

Item Types:

MC = multiple choice with or without stimulus

Sample Question:

**Industry Distribution
New Mexico, 2014**



Source: Quarterly Census of Employment and Wages (QCEW)

Source: https://www.dws.state.nm.us/Portals/0/DM/LMI/NM_2016 page 35

According to the chart, which New Mexico industry has the largest percentage of employees?

	<p>A. Accommodation and Food Service B. Public Administration C. Management of Companies and Enterprises D. Health Care and Social Assistance* 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 governance documents:</p>	<p>Standards with 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;</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify basic structure, functions, and responsibilities of state legislative, executive, and judicial branches ● Identify county and municipal governments and their basic organization and functions ● Identify unique features of the N.M. Constitution (i.e., bilingual state, equality in education and religious practice) <p>Item Types: <i>MC = multiple choice with or without stimulus</i></p> <p>Sample Question:</p> <p>What authority does the Governor of New Mexico and the President of the United States both have?</p> <p>A. Both have almost unlimited power while they are in office since they are chief executives. B. Both can propose legislation, can veto laws, and call the legislative branch into session. * C. Both can sign bills, can veto laws, and replace legislators who disagree with their positions. D. Both have little in common since they preside over two very different geographic areas. DOK 2</p>
<p>Civics.III.3-A.7</p> <p>Strand: Civics and Government</p>	<p>Standards with Specifications:</p> <p>7. Describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments.</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>Specifications:</p> <ul style="list-style-type: none"> • None
	<p>Item Types:</p> <p><i>MC = multiple choice with or without stimulus</i></p>
	<p>Sample Question:</p> <p>Which of the following is an example of local government in action?</p> <ul style="list-style-type: none"> A. a state senator discussing tax increases with the governor B. a company visiting with a U.S. Senate member to increase exports C. members of a school board voting to approve the construction of a new middle school* D. members of the New Mexico legislature meeting with members of the Arizona legislature. <p>DOK 1</p>

New Mexico History EoC Reporting Category Alignment Chart				
Standard	DOK (Count by DOK)			Total
	1	2	3	
History.I.1-A.2b	1	3		4
History.I.1-A.1		2		2
History.I.1-A.2a	2	2	1	5
History.I.1-A.2d	2			2
History.I.1-A.3	5	2		7
History.I.1-A.4	1	1		2
Geography.II.2-E.1	3	2	1	6
History.I.1-A.2e		3		3
Civics.III.3-A.6		1		1
Civics.III.3-A.7	2			2
Total	16	16	2	34