

Crosswalk Directions:

2007 MLR to 1997 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard, performance indicator, or descriptor of the 2007 MLR can be found in the 1997 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer “no”, please respond only to questions 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard, performance indicator, or descriptor of the 2007 MLR can be found in the standards or performance indicators of the 1997 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), or A1, 2 (standard A, performance indicators 1 and 2).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 2007 MLR can be found at the same grade span in the 1997 MLR. If “no”, indicate the grade span where the performance indicator is found in the 1997 MLR. As an example, a performance indicator found in 6-8 in the 2007 should be considered to be at a different grade span if it is found at 5-8 in the 1997 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more than one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more than one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

Social Studies CROSSWALK: 2007 MLR to 1997 MLR	CONTINUITY			WHERE is it found? (Standard, PI)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?
	Is it in the 1997 standards?	Is the CONCEPT /IDEA the same?	Is the WORDING the same?				
A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.							
A1 Researching and Taking Positions on Current Social Studies Issues	Y	Y	N	CIVICS AND GOV. A			
PK-2 PERFORMANCE INDICATOR							
Students identify and investigate research questions related to social studies by locating, organizing, and sharing information. (L)	N						2
a. Identify research questions related to social studies.	N						2
b. Follow an established procedure for locating sources appropriate to reading level.	N						3
c. Locate and collect information for a specific purpose from sources including maps, photographs, charts and graphs.	Y	Y	P 1997 LESS SPECIFIC AS TO TYPES OF SOURCES	HISTORY C1	Y	3	3
d. Organize findings.	N						3
e. Share information gathered using oral and visual examples.	N						2
3-5 PERFORMANCE INDICATOR							
Students identify and answer research questions related to social studies by locating and selecting information and presenting findings. (L)	N						2
a. Identify research questions related to social studies - seeking multiple perspectives from varied sources.	N						2
b. Identify key words and concepts related to research questions	N						2
c. Locate and access information by using organizational features.	N						2

Crosswalk- Social Studies 2007-1997

d. Collect, evaluate and organize for a specific purpose.	N						3
e. Communicate findings using a variety of print and non-print media.	N						2
f. Understand plagiarism and demonstrate appropriate citation.	N						2
g. Distinguish between facts and opinions/interpretations in sources.	N						2
6-8 PERFORMANCE INDICATOR							
Students research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources. (L)	N						3
a. Propose and revise research questions related to a current social studies issue.	N						5
b. Determine the nature and extent of information needed.	N						2
c. Locate and access relevant information that includes multiple perspectives from varied sources.	Y	Y	N	HISTORY C3, C5	Y	4	3
d. Demonstrate facility with note-taking, organizing information, and creating bibliographies.	N						2
e. Distinguish between primary and secondary sources.	Y	Y	N	HISTORY C3	Y	3	2
f. Evaluate and verify the credibility of the information found in print and non-print media.	Y	Y	P 1997 LISTS TYPES OF MEDIA	HISTORY C4 (9-12)	N	4	6
g. Use additional sources to resolve contradictory information.	N						3
h. Summarize and interpret information found in various sources.	N						2
i. Select a clear supportable position.	N						1
j. Present a well-supported position to a variety of audiences.	N						3
k. Use appropriate tools, methods, and sources from government, history, geography, economics or related fields.	N						3
l. Demonstrate the ethical and legal use of information.	N						3
9 - Diploma PERFORMANCE INDICATOR							
Students research, develop, present, and defend positions on a current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. (L)	N						6

Crosswalk- Social Studies 2007-1997

a. Develop research questions related to current social studies issues.	N						3
b. Select and apply research methods that suit the purpose of the inquiry.	N						3
c. Make judgments about conflicting sources, incorporating those that are valid and refuting others.	Y	Y	N	HISTORY C2, C3	Y	6	6
d. Synthesize information from varied sources that reflect multiple perspectives.	N						5
e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.	N						3
f. Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.	N						5
g. Develop a clear well -supported position.	N						3
h. Present and defend a well-supported position to a variety of audiences using a prescribed format.	N						3
i. Select and use appropriate tools, methods, and sources from government, history, geography, economics or related fields, including ethical reasoning skills.	N						1
j. Access and present information ethically and legally.	N						3
A2 Making Decisions Using Social Studies Skills and Knowledge	Y	Y	P 1997 PARTICIPATION ADDRESSED IN CIVICS AND GOV. A	CIVICS AND GOV. A			
PK-2 PERFORMANCE INDICATOR							
Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.	N						3
a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.	N						2
b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills and relevant information. (L)	N						3
3-5 PERFORMANCE INDICATOR							
Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.	N						3

Crosswalk- Social Studies 2007-1997

a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and individually and collaboratively develop a decision or plan.	N						3
b. Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information. (L)	N						3
6-8 PERFORMANCE INDICATOR							
Students make individual and collaborative decisions on matters related to social studies using relevant information, and research and discussion skills.	N						3
a. Develop individual and collaborative decisions or plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, and considering the pros and cons of each, thoughtfully and respectfully recognizing the contributions of other group members.	N						3
b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (L)	N						3
9 - Diploma PERFORMANCE INDICATOR							
Students make individual and collaborative decisions on matters related to social studies using relevant information, and research, discussion, and ethical reasoning skills.	N						3
a. Develop individual and collaborative decisions or plans by considering multiple points of view - weighing pros and cons, building on the ideas of others, and sharing information in an attempt to persuade the opinions of others.	N						3
b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research and ethical reasoning skills, and other relevant information. (L)	N						3
A3 Taking Action Using Social Studies Knowledge and Skills							
PK-2 PERFORMANCE INDICATOR	N						

Students select and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project's potential civic contribution. (L)	N						3
3-5 PERFORMANCE INDICATOR							
Students select and participate in a civic action or service-learning project based on a classroom, school or local community asset or need, and describe evidence of the project's effectiveness and civic contribution. (L)	N						4
6-8 PERFORMANCE INDICATOR							
Students select, plan, and participate in a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution. (L)	N						5
9 - Diploma PERFORMANCE INDICATOR							
Students select, plan, and participate in a civic action or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution. (L)	N						6
B. CIVICS AND GOVERNMENT: Students will draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, state, nation, and world.							
B1 Knowledge, Concepts, Themes and Patterns of Civics/Government	Y	Y	N	CIVICS AND GOV. B, C, D			
PK-2 PERFORMANCE INDICATOR							
Students understand key ideas and processes that characterize democratic government in the community and the United States.	Y	Y	N	CIVICS AND GOV. C			
a. Describe and provide examples of democratic ideals.	N						2
b. Recognize symbols, monuments, celebrations, and leaders of local state, and national government.	N						1
c. Identify community workers and volunteers and the roles they play in promoting the common good.	N						1

Crosswalk- Social Studies 2007-1997

3-5 PERFORMANCE INDICATOR							
Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.	Y	Y	N	CIVICS AND GOV. B,C			
a. Explain that the study of government includes how governments are organized and how citizens participate.	N						2
b. Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.	N						2
c. Explain and give examples of governmental structures including the legislative, executive and judicial branches and the local, state, and national levels of government.	Y	Y	P 1997 ASKS FOR BASIC STRUCTURE OF STATE AND LOCAL GOV.	CIVICS AND GOV. B2	Y	2	2
d. Explain how leaders are elected and how laws are made and implemented.	Y	Y	P 1997 ASKS TO ANALYZE	CIVICS AND GOV. A3 (5-8)	N	4	2
e. Explain that the structures and processes of government are described in such documents as the constitutions of Maine and the United States.	N						2
6-8 PERFORMANCE INDICATOR							
Students understand the basic ideals, purposes, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.	Y	Y	N	CIVICS AND GOV. B,C,D			
a. Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens.	N						2
b. Analyze examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.	Y	Y	P 1997 ASKS TO EXPALIN THE MEANING OF PRINCIPLES	CIVICS AND GOV. C1	Y	4	4
c. Describe the structures and processes of United States government and government of the state of Maine and how these are framed by the United States Constitution, Maine Constitution and other primary sources.	P 1997 ASKS FOR ONLY MAINE	P 1997 FOCUSES ON HISTORY AND PROCESS	N	CIVICS AND GOV. B6	Y	2	2
d. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources as guides.	P 1997 LIMITS TO CHECKS AND BALANCES	P	N	CIVICS AND GOV. C5 (9-12)	N	2	2
e. Compare how laws are made in Maine and at the federal level in the United States.	N						4

Crosswalk- Social Studies 2007-1997

f. Compare the structures and processes of United States government with examples of other forms of government.	Y	Y	P 1997 LIMITED TO AUTHRITARIAN GOV.	CIVICS AND GOV. B1	Y	4	4
9-Diploma PERFORMANCE INDICATOR							
Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and the American political system, as well as examples of other forms of government and political systems in the world.	Y	Y	N	CIVICS AND GOV. B, C, D			
a. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and other regions of the world.	N						2
b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances; federalism; and consent of the governed as put forth in founding documents.	N						6
c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.	P 1997 LIMITED TO CONSTITUTION	Y	P 1997 FOCUSES ON EFFECTIVENESS OF THE CONSTITUTION	CIVICS AND GOV. C3	Y	6	3
d. Describe the purpose, structures, and processes of the American political system.	N						2
e. Compare the American political system with examples of political systems from other parts of the world.	P 1997 FOCUSES ON PURPOSE AND STRUCTURE	P	N	CIVICS AND GOV. B1	Y	6	4
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government							
PK-2 PERFORMANCE INDICATOR							
Students understand the concepts of rights, duties, responsibilities, and participation.	Y	Y	N	CIVICS AND GOV. A			
a. Describe the exercise of classroom rights, duties and responsibilities including participating in some classroom decisions and being obliged to follow classroom rules.	Y	Y	N	CIVICS AND GOV. A1	Y	2	2
b. Explain the purpose of classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.	N						2
3-5 PERFORMANCE INDICATOR							

Crosswalk- Social Studies 2007-1997

Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy.	Y	Y	N	CIVICS AND GOV. A			
a. Identify the rights, duties and responsibilities of citizens within the class, school, or community.	Y	P 1997 FOCUSES ON INDIVIDUAL RIGHTS	N	CIVICS AND GOV. A1	Y	1	1
b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of United States citizens.	Y	Y	N	CIVICS AND GOV. A1, C1(PK-2), C2(5-8)	P	3	2
c. Provide examples of how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.	N						2
6-8 PERFORMANCE INDICATOR							
Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.	Y	Y	N	CIVICS AND GOV. A, B, C			
a. Explain the constitutional and legal status of "citizen" and provide examples of rights, duties and responsibilities of citizens.	P 1997 FOCUSES ON RESPONSIBILITIES	P 1997 FOCUSES ON LARGER DEMOCRATIC SOCIETY	N	CIVICS AND GOV. A2 (3-4)	N	2	2
b. Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.	P 1997 FOCUSES ON PURPOSES OF GOV.	Y	N	CIVICS AND GOV. B5	Y	6	2
c. Analyze examples of the protection of rights in court cases or examples from current events.	P 1997 NOT LIMITED TO COURT CASES	Y	P	CIVICS AND GOV. C3, C7(9-12)	P	6	4
d. Analyze how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.	P 1997 FOCUSES ON CIVIL DISOBEDIENCE	N	N	CIVICS AND GOV. A3 (9-12)	N	2	4
9-Diploma PERFORMANCE INDICATOR							
Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a democratic republic and the role of citizens living under other forms of government in the world.	Y	Y	N	CIVICS AND GOV. A,C			
a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a democratic republic.	N						2
b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights and landmark court cases.	P 1997 LIMITED TO JUDICIAL PROTECTION	Y	P	CIVICS AND GOV. C6	Y	6	6

Crosswalk- Social Studies 2007-1997

c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.	N						4
d. Compare the rights, duties and responsibilities of United States citizens with examples from other nations.	N						2
e. Evaluate how people influence government and work for the common good to include voting, writing legislators, community service, and civil disobedience.	P 1997 ASKS TO ASSESS REASONS WHY	Y	1997 ASKS FOR HISTORICAL EXAMPLES	CIVICS AND GOV. A2	Y	6	6
B3 Individual, Cultural, International, & Global Connections in Civics and Government	POLITICAL RELATIONSHIPS	P	N	CIVICS AND GOV. D			
PK-2 PERFORMANCE INDICATOR							
Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures. *	N						
a. Identify and compare their similar and differing interests and opinions related to classroom traditions and decisions.	N						1
b. Compare traditions that are similar across the nation and those that differ in various cultural groups.	Y	Y	P 1997 ASKS TO RECOGNIZE DIFFERENCES	CIVICS AND GOV. D1	Y	1	2
3-5 PERFORMANCE INDICATOR							
Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world.* (L)	N						
a. Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.	N						2
b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.	P 1997 LIMITS TO A FOREIGN CULTURE	Y	N	CIVICS AND GOV. D1	Y	2	2
6-8 PERFORMANCE INDICATOR							
Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures.* (L)	N						
a. Explain basic constitutional, political, and civic aspects of historical or current issues that involve unity and diversity in Maine, the United States, and other nations, including issues of citizenship, multi-cultural, and religious issues.	N						2

b. Describe the political structures and civic responsibilities within diverse cultures, including Maine's Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.	N						2
9-Diploma PERFORMANCE INDICATOR							
Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world. * (L)	N						
a. Analyze the constitutional, political, and civic aspects of historical or current issues that involve unity and diversity in Maine, the United States, other nations, including issues related to the American political system, international relations multi-culturalism, and religion issues.	N						4
b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine, and the United States, and those of various world cultures	N						4
C. ECONOMICS: Students will draw on concepts and processes from economics to understand issues of PERSONAL FINANCE and issues of production, distribution, and consumption in the community, state, nation, and world.							
C1 Economic Knowledge, Concepts, Themes, and Patterns	Y	Y	N	ECONOMICS A,B,D			
PK-2 PERFORMANCE INDICATOR							
Students understand the nature of economics as well as key foundation ideas. (L)	P 1997 LIMITED TO GOODS AND SERVICES	P	N	ECONOMICS A			
a. Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.	Y	Y	N	ECONOMICS A2(3-4)	N	2	2
b. Describe how money is earned and managed in order to buy goods and services and save for the future.	P 1997 INCLUDES BARTER	Y	N	ECONOMICS A1(3-4)	N	2	2
3-5 PERFORMANCE INDICATOR							
Students understand personal economics and the basis of the economies of the community, Maine, the United States and various regions of the world. (L)	Y	Y	N	ECONOMICS A,B,D			

Crosswalk- Social Studies 2007-1997

a. Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced; how they will be distributed; and for whom they will be produced.	Y	Y	N	ECONOMICS B1, A1(5-8)	P	4	2
b. Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, both local and national, by using natural, human, and capital resources.	P 1997 ASKS TO DESCRIBE ROLES	P	N	ECONOMICS B5(5-8)	P	2	2
c. Students describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.	N						2
6-8 PERFORMANCE INDICATOR							
Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world. (L)	Y	Y	N	ECONOMICS A,B,C,D			
a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and about how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.	N						2
b. Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing and trade.	N						2
c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.	Y	Y	Y	ECONOMICS A2	Y	4	1
9-Diploma PERFORMANCE INDICATOR							
Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future. (L)	Y	Y	N	ECONOMICS A,B,C,D			
a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business, and is the basis of individual personal finance management including saving and investment.	P 1997 FOCUSES ON GENERAL FINANCIAL IMPACT	P	N	ECONOMICS B 1	Y	2	2

Crosswalk- Social Studies 2007-1997

b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.	P 1997 FOCUSES ON GENERAL US SYSTEMS	P	N	ECONOMICS B2	Y	4	4
c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances using economic reasoning.	Y	Y	N	ECONOMICS A2,3	Y	6	6
d. Identify and explain various economic indicators and how they represent and influence economic activity.	N						2
e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.	N						4
f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.	Y	Y	N	ECONOMICS D1(3-4), D3(5-8), D1(9-12)	P	3	3
g. Solve problems using the theory of supply and demand.	N						3
C2 Individual, Cultural, International, & Global Connections in Economics							
PK-2 PERFORMANCE INDICATOR							
Students understand the influence of economics on individuals and groups in the United States and the world. *	Y	Y	N	ECONOMICSB, C			
a. Identify examples of how individuals, families, and communities, are influenced by economic factors.	P 1997 LIMITED TO MAINE	Y	N	ECONOMICS B2(3-4)	N	2	1
b. Describe work and contribution of various groups to the economics of the local community in the past and present.	N						2
3-5 PERFORMANCE INDICATOR							
Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.* (L)	N						
a. Describe economic similarities and differences within the community, Maine, and the United States.	N						2
b. Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.	N						1
6-8 PERFORMANCE INDICATOR							
Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures. * (L)	N						

Crosswalk- Social Studies 2007-1997

a. Describe factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.	P 1997 DOES NOT INCLUDE ECONOMIC DEVELOPMENT	Y	N	STANDARD ECONOMICSD	N	2	2
b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.	P 1997 FOCUSES ON MEETIN BASIC NEEDS	P	N	ECONOMICS C2(3-4)	N	2	2
9-Diploma PERFORMANCE INDICATOR							
Students understand economic aspects of unity and diversity in Maine, the United States, and the world. * (L)	N						
a. Analyze the role of regional, international, and global organizations that are engaged in economic development.	N						4
b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.	P 1997 DOES NOT INCLUDE ECONOMIC DEVELOPMENT	P	N	ECONOMICSC2(5-8)	N	4	4
c. Analyze wealth, poverty, resource distribution and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.	N						4
D. GEOGRAPHY: Students will draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, state, nation, and world.							
D1 Geographic Knowledge, Concepts, Themes, and Patterns	Y	Y	N	GEOGRAPHY A,B			
PK-2 PERFORMANCE INDICATOR							
Students understand the nature of geography and key foundation ideas.	Y	Y	N	GEOGRAPHY A,B			
a. Explain that geography is the study of the earth's surface and peoples.	N						2
b. Create visual representations of the immediate neighborhood and community.	P 1997 NOT SPECIFIC TO NEIGHBORHOOD AND COMMUNITY	Y	N	GEOGRAPHYA1, B1	Y	3	5
c. Identify local and distant places, and locations, directions including N, S, E, W, and basic physical, environmental, and cultural features using basic maps and globes. (L)	Y	Y	N	GEOGRAPHYA1	Y	3	1

3-5 PERFORMANCE INDICATOR							
Students understand the geography of the community, Maine, the United States, and various regions of the world.	Y	Y	N	GEOGRAPHY A			
a. Explain that geography includes the study of earth's physical features including climate and the distribution of plant, animal, and human life.	N						2
b. Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.	P 1997ASKS FOR CONCLUSIONS ABOUT PATTERNS	P	N	GEOGRAPHYA1	Y	3	5
c. Identify the earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.	N						3
d. Explain examples of changes in the earth's physical features and the impact on communities and regions.	N						2
6-8 PERFORMANCE INDICATOR							
Students understand the geography of the community, Maine, the United States, and various regions of the world, and the geographic influences on life in the past, present and future.	N						
a. Explain that geography includes the study of physical, environmental, and cultural features of the state, nation and various regions of the world to identify consequences of geographic influences and make predictions.	N						2
b. Use the geographic grid and a variety of types of maps to gather geographic information.	N						3
c. Identify the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools.	Y	Y	N	GEOGRAPHYA3(5-8)	N	2	3
d. Describe the impact of change, including technological change, on the physical and cultural environment.	P 1997 FOCUSES ON FEATURES NOT CHANGES	P	N	GEOGRAPHYA3	Y	2	2
9-Diploma PERFORMANCE INDICATOR							
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.	N						
a. Students explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels in order to better predict and evaluate consequences of geographic influences.	N						2
b. Describe the major regions of the earth and their major physical, environmental and cultural features using a variety of geographic tools.	N						3

c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.	N						4
d. Evaluate the impact of change, including technological change, on the physical and cultural environment.	N						6
D2 Individual, Cultural, International, & Global Connections in Geography							
PK-2 PERFORMANCE INDICATOR							
Students understand the influence of geography on individuals and groups in the United States and the world.*	N						
a. Identify the impacts of geographic features on individuals, families, and communities in the United States and various other nations.	N						1
3-5 PERFORMANCE INDICATOR							
Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world.* (L)	N						
a. Identify examples of how geographic features unify communities and regions as well as support diversity.	N						2
b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.	N						2
6-8 PERFORMANCE INDICATOR							
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures.* (L)	P 1997 DOES NOT FOCUS ON RELAQTIONSHIP OF GEOGRAPHY WITH CULTURES	P	N	GEOGRAPHY B			
a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.	N						2
b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.	P 1997 DOES NOT FOCUS ON RELAQTIONSHIP OF GEOGRAPHY WITH CULTURES	P	N	GEOGRAPHYB1	Y	3	2
9-Diploma PERFORMANCE INDICATOR							
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world.* (L)	Y	Y	N	GEOGRAPHYB			

Crosswalk- Social Studies 2007-1997

a. Analyze geographic features that have impacted unity and diversity in the United States, other nations, and their effects on international relations, and multicultural and religious issues.	Y	Y	N	GEOGRAPHYB1	Y	2	4
b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.	Y	Y	N	GEOGRAPHYB2	Y	4	4
E. HISTORY: Students will draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, state, nation, and world.							
E1 Historical Knowledge, Concepts, Themes, and Patterns							
PK-2 PERFORMANCE INDICATOR							
Students understand the nature of history as well as key foundation ideas.	N						
a. Describe history as “stories” of the past.	N						2
b. Identify a few key figures and events from personal history, and the history of the community, Maine, and nation especially those associated with historically based traditions.	N						1
c. Identify past, present, and future in stories, pictures, poems, songs, or videos.	N						1
d. Apply terms such as before and after in sequencing events.	N						3
e. Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.	P 1997 FOCUSES ON FAMILY EXPERIENCES	Y	N	HISTORY A1	Y	2	5
3-5 PERFORMANCE INDICATOR							
Students understand various major eras in the history of the community, Maine, the United States.	Y	Y	N	HISTORY A, B			
a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.	N						2
b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States. (L)	P 1997 LIMITS TO MAJOR EVENTS AND PEOPLE	P	N	HISTORY A2(5-8), B2	P	2	1
c. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States. (L)	N						3

Crosswalk- Social Studies 2007-1997

6-8 PERFORMANCE INDICATOR							
Students understand major eras and major enduring themes and historic influences in the history of Maine, the United States and various regions of the world.	Y	Y	N	HISTORY A,B,C			
a. Explain that history includes the study of past human experience based on available evidence from a variety of sources and can help one better understand and make informed decisions about the present and future.	N						2
b. Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.	Y	Y	Y	HISTORY (5-8) B1, B2; (9-12) B1, B2, B3	P	3	4
c. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.	N						3
d. Analyze interpretations of historical events that are based on different perspectives, and evidence.	P 1997 LIMITED TO HISTORICAL FICTION	P	N	HISTORY C1,C2	Y	6	4
9-Diploma PERFORMANCE INDICATOR							
Students understand major eras, major enduring themes and historic influences in United States and world history, the roots of democratic philosophy, ideals, and institutions in world.	Y	Y	N	HISTORY A,B,C			
a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and can help one better understand and make informed decisions about the present and future.	Y	Y	N	HISTORY C1	Y	6	6
b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.	Y	Y	N	HISTORY C1	Y	6	6
c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.	Y	Y	Y	CIVICS AND GOV. C1	Y	2	6
d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.	P 1997 FOCUSES ON EVALUATING RESOURCE MATERIALS	Y	N	STANDARD HISTORY C			

E2 Individual, Cultural, International, & Global Connections in History	P 1997 ONLY MENTIONS HUMAN HISTORY AND CULTURE	P	N	HISTORY B			
PK-2 PERFORMANCE INDICATOR							
Students understand historical aspects of the uniqueness and commonality of individuals and groups.*	P 1997 FOCUSES ON CULTURAL ORIGINS	P	N	HISTORY B2			
a. Explain how individuals, families, and communities, share both common and unique aspects of culture, values and beliefs through stories, traditions, religion, celebrations, or the arts.	Y	Y	P 1997 LIMITED TO CULTURAL ORIGINS OF CUSTOMS AND TRADITIONS	HISTORY B2	Y	2	2
b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.	N						2
3-5 PERFORMANCE INDICATOR							
Students understand historical aspects of unity and diversity in the community, Maine, and the United States.* (L)	N						
a. Describe examples in the history of the United States of both diversity and shared values and traditions.	N						2
b. Describe various cultural traditions and contributions of Maine Native Americans, various historical and recent immigrant groups and individuals in the community, Maine, and the United States.	N						2
6-8 PERFORMANCE INDICATOR							
Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures.* (L)	N						
a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.	P 1997 FOCUSES ON BELIEFS AND THEIR INFLUENCE ON HUMAN HISTORY AND CULTURE.	P	N	HISTORY B4 (9-12)	N	2	2
b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.	N						2
c. Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.	N						2
9-Diploma PERFORMANCE INDICATOR							

Crosswalk- Social Studies 2007-1997

Students understand historical aspects of unity and diversity in the United States and the world. -* (L)	N						
a. Identify and critique issues characterized by unity and diversity in the history of the United States, other nations, and describe their effects on international relations, and multicultural and religious issues.	P 1997 USES CONFLICTS	Y	N	HISTORY B6	Y	2	4
b. Identify and analyze major turning points and events in the history of Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.	N						4
Standards, Pls, Descriptors NOT found in 2007 document							
CIVICS AND GOVERNMENT:	HISTORY:			GEOGRAPHY:		ECONOMICS:	
PK-2:	PK-2			PK-2:		PK-2	
B1	A2, B1,			3-4:		B1, D1	
3-4:	3-4:			A2, B1, B2, B3		5-8:	
A3, B1, C1	A1, A2, B1, C1,			5-8:		A3, B1, B2, B3, B4, C1, DD1	
5-8:	5-8:			A2, A3, B2, B3, B4		9-Diploma:	
A1, A2, A4, A5, B2, B3, B4, C4, D1, D2, D3	A1, C4			9-Diploma:		A1, B3, B4, C1, C2, D2	
9-Diploma:	9-Diploma:			A1, A2, B3, B4			
A1, A4, B2, B3, B4, B5, C2, C4, D1, D2, D3, D4	B5						
% increase or decrease # of Standards							
% increase or decrease # of Performance Indicators							