

**1997/2007 Basic Comparison Table
Social Studies PK-Dip**

2007 Standard	1997 MLR	How it's different	Implications
<p><u>A. Applications of Social Studies Processes, Knowledge, and Skills:</u> Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p>	<ul style="list-style-type: none"> A small number of 1997 performance indicators partially aligned with this new standard. For example, C&G A2, A4 (5-8), C&GA1 (9-12), C&G C3 (5-8), C&G C6 (9-12), History C5 (5-8), and History C1 (9-12). 	<ul style="list-style-type: none"> This is a new standard. It explicitly states the critical thinking, research, and application of social studies content to <i>authentic</i> contexts. Research and discipline-based processes <i>in authentic contexts</i> – especially the inclusion of civic action/ service learning – are also new. Where the 1997 standards emphasized acquisition and critical thinking about social studies content, the 2007 standards require that students both acquire and take action with what they learn. 	<ul style="list-style-type: none"> Curriculum and instruction many need to be refocused to provide students with opportunity to learn the concepts and skills in civics & government, economics, geography, and history and <i>demonstrate this learning in authentic contexts.</i> Professional development may be necessary to build a greater understanding of civic action/ service learning.
<p><u>B. Civics and Government:</u> Students 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, Maine, the United States, and world.</p>	<p>Civics and Government A. Rights, Responsibilities, and Participation Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.</p> <p>Civics and Government B. Purpose and Types Of Government Students will understand the types and purposes of government, their evolution, and their relationship with the governed.</p> <p>Civics and Government C. Fundamental Principles of Government and Constitutions Students will understand the constitutional principles and the democratic foundations of the political institutions of the united states.</p> <p>Civics and Government D. International Relations Students will understand the political relationships among the united states and other nations.</p>	<ul style="list-style-type: none"> The first performance indicator (B1) includes a descriptor that provides a definition of Civics and Government that develops across the grade spans. The concepts of unity and diversity are included in performance indicator B3 Individual, Cultural, International, and Global Connections in Civics and Government. Maine Native Americans (the Penobscot, Passamaquoddy, Micmac, and Maliseet) are a subset of Maine Civics and Governments and also a cultural group like any other in Maine, the United States, and the world.* 	<ul style="list-style-type: none"> Beginning in the 3-5 grade span, teachers should lay the foundation for conceptual understanding of unity and diversity as each applies to civics and government. Professional development may be necessary to understand and integrate the concepts of unity and diversity as applied to Civics and Government B3.

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<p><u>C. Economics</u>: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</p>	<p>Economics A. Personal and Consumer Economics Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.</p> <p>Economics B. Economic Systems of the United States Students will understand the economic system of the United States, including its principles, development, and institutions.</p> <p>Economics C. Comparative Systems Students will analyze how different economic systems function and change over time.</p> <p>Economics D. International Trade and Global Interdependence Students will understand the patterns and results of international trade.</p>	<ul style="list-style-type: none"> • Many of the economic concepts in the 1997 Learning Results are also included in the 2007 document. While there are fewer standards and indicators, economics content and concepts are more clearly defined. • The first performance indicator (C1) includes a descriptor that provides a definition of Economics that develops across the grade spans. • The concepts of unity and diversity are included in performance indicator C2 Individual, Cultural, International, and Global Connections in Economics. • Maine Native Americans are a subset of the Maine economy and also a cultural group like any other in Maine, the United States, and the world.* 	<ul style="list-style-type: none"> • Curriculum revision may be needed to account for more clearly defined economic terms and concepts. • Beginning with the 3-5 grade span, teachers will need to lay the foundation for conceptual understanding of unity and diversity as they apply to economics. • Professional development may be necessary to understand and integrate the concepts of unity and diversity as applied to Economics C2. • Economic systems (and their interactions) must include those of Maine Native Americans.
<p><u>D. Geography</u>: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, United States, and world.</p>	<p>Geography A. Skills and Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.</p> <p>Geography B. Human Interaction with Environments Students will understand and analyze the relationship among people and their physical environment.</p>	<ul style="list-style-type: none"> • The first performance indicator (D1) includes a descriptor that provides a definition of Geography that develops across the grade spans. • Geography D1 builds from grade span to grade span beginning with the basic ideas of geography to the effect of geographic influences on present and future decision making. • The concepts of unity and diversity are included in performance indicator D2 Individual, Cultural, International, and Global Connections in Geography. • Maine Native American territories are a subset of Maine geography.* 	<ul style="list-style-type: none"> • Curriculum revision may be needed to account for expanding geographic regions (community, Maine, United States, world regions) in each grade span. • Beginning with the 3-5 grade span, teachers will need to lay the foundation for conceptual understanding of unity and diversity as they apply to geography. • Curriculum and instruction for the 9-Dip. grade span may need to shift to include opportunities for students to demonstrate an understanding of “geographic influences on decisions ...”. • Professional development may be necessary to understand and integrate the concepts of unity and diversity as applied to Geography D2.

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<p>E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p>	<p>History A. Chronology Students will use the chronology of history and major eras to demonstrate the relationship of events and people.</p> <p>History B. Historical Knowledge, Concepts, and Patterns Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.</p> <p>History C. Historical Inquiry, Analysis, and Interpretation Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspective of the authors and their credibility when interpreting current historical events.</p>	<ul style="list-style-type: none"> • There is greater clarity in the expectation that students use history to make informed decisions about the present and future. • The most essential content included in (1997) History A, B and C is included in E1 Historical Knowledge, Concepts, Themes, and Patterns. • As students develop, they must not only understand major eras and enduring themes but also understand the <i>historic influences</i>. • The first performance indicator (E1) includes a descriptor that provides a definition of History that develops across the grade spans. • The concepts of unity and diversity are included in the standard History E2. • Maine Native American history is a subset of Maine history and also a cultural group like any other in Maine, the United States, and the world.* 	<ul style="list-style-type: none"> • History standards are more clear and concise and may need to be rebalanced to represent an appropriate percent of total social studies instruction. • Beginning with the 3-5 grade span, teachers will need to lay the foundation for conceptual understanding of unity and diversity as they apply to history. • Professional development may be necessary to understand and integrate the concepts of unity and diversity as applied to History E2.
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* Although not explicitly referenced in the 1997 *Learning Results*, LD 291 (*An Act to Require Teaching of Maine Native American History and Culture in Maine Schools*) stipulates that Maine Native American studies is a required component of Maine studies. It must include “Maine tribal governments and political systems and their relationship with local, state, national and international governments, Maine Native American economic systems, Maine Native American territories, and Maine Native American cultural systems and the experience of Maine tribal people throughout history”.