

Crosswalk Directions:

1997 MLR to 2007 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the 1997 MLR can be found in the 2007 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 question 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 1997 MLR standard or performance indicator can be found in the 2007 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 1997 MLR can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard or performance indicator of the 1997 MLR can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 1997 MLR is be found at the same grade span in the 2007 MLR. If "no", indicate the grade span or grade level where the performance indicator is found in the 2007 MLR. As an example, a performance indicator found in 5-8 in the 1997 should be considered to be at a different grade span if it is found at 6-8 in the 2007 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 1997 MLR. Where more than one level of cognitive demand is indicated please use more that 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 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

Career Preparation CROSSWALK: 1997 MLR to 2007 MLR	CONTINUITY			WHERE is it found? (Standard, PI, Descriptor)	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 2007 standards?	Is the CONCEPT /IDEA the same?	Is the WORDING the same?				
A. PREPARING FOR THE FUTURE							
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. To interact successfully with people and organizations students need to adapt to the changing nature of the workplace. Strong interpersonal, teamwork, leadership, and negotiation skills are essential for this success.							
ELEMENTARY GRADES Pre-K-2							
1. Develop effective ways to interact with others during school and after-school activities.	Y	Y	N	A. 1, A.2, A. 3. (a-f), B. 1, C.1, C.2	Y	3	1, 2
2. Identify strengths and interests required in a job, at home, at school, or in the community.	Y	Y	N	A.1, A.2, A.3. (a - f.), B.1,	Y	1, 2	1, 2, 3
3. Identify local career opportunities.	P	P	N	A.1, A. 4,	Y	1, 2	1, 2
4. Demonstrate workplace behaviors such as punctuality, flexibility, teamwork, and perseverance.	Y	Y	N	A. 1, A. 2, A.3 (a-f), B. 1, C. 1, C.2	Y	2, 3	1, 2, 3
ELEMENTARY GRADES 3-4							
1. Demonstrate how positive and negative attitudes affect one's ability to work with others.	Y	Y	N	A. 1, A.2. A.3 (a-g), C.2	N	3	1, 2, 3
2. Use communication and listening skills that result in successful interactions with others.	Y	Y	N	B.2.a,e	N	3	1, 2
3. Demonstrate an understanding of the connections between locally generated products and services and the efforts required to create those products and services.	P	P	N	C.4	N (6-8)	2, 3	1, 2
4. Explain the value of work to the individual and to society in general.	Y	P	N	A.1, C.3,	N	2	1, 2, 3
5. Demonstrate awareness of their own interests, aptitudes, and abilities.	Y	Y	N	A. 1, A. 2, A. 3 (a-g), B. 2, B.3, C. 1 (a-d),	N	2, 3	1, 2, 3
MIDDLE GRADES 5-8							

1. Determine effective workplace behaviors and skills.	Y	Y	N	A.2, A.3 (a-g), B.2 (a-e).	N	2	2, 3, 4
2. Use teamwork strategies and apply communication and negotiation skills to decision making.	Y	Y	N	A.3 (c,d,e), B.2 (a,, e), C.1 (d), C.2	N	3	2, 3, 4, 6
3. Demonstrate an understanding of the characteristics of a successful business.	N	N	N			2, 3	
4. Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.	P	P	N	A.2, B.3, C.1	N	2, 3	1, 2, 3, 4
SECONDARY GRADES							
1. Demonstrate the leadership and membership skills necessary to succeed as a member of a team.	Y	Y	N	A.3 (a-f)	N (found at all grade spans)	2, 3	4, 6
2. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.	Y	P	N	A.1 (a-c), A.2 (a-c), A.3 (a-f), B.2 (a-e),	N (6-8 and 9-diploma)	4	4, 6
3. Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.	Y	P	N	C.1 (a-d), C.4		2, 3	3, 4, 6
4. Demonstrate an understanding of basic business concepts such as profit and loss, the availability of skilled labor, market share, and customer service.	N	N	N			2, 3	
B. EDUCATION/CAREER PLANNING AND MANAGEMENT							
Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals. Once career goals have been determined, students will evaluate continuously their progress and make necessary modifications. Students' success in the competitive world will depend on their ability to manage their own careers using job seeking, retention, and advancement skills.							
ELEMENTARY GRADES Pre-K-2							
1. Explore reasons why people work.	P	P	N	A.4	Y	3	1, 2
2. Identify preparation necessary for a career of interest.	Y	P	N	B.1, B.2 ,	N (in this grade span and higher)	1, 2	1, 2, 3
3. Identify personal strengths and interests.	Y	Y	N	A. 1, A. 2, A.4, B.1, B.2,	Y	1, 2	1, 2, 3

ELEMENTARY GRADES 3-4							
1. Use a variety of resources to learn about a personally interesting career topic.	Y	Y	N	B.3, C.1.b	N	3	1, 2
2. Gather data and information about personal interests, abilities, and aptitudes and project likely career options.	Y	Y	N	A.1, A.4, C.1 (a-d)	N	3	1, 2, 3
3. Identify job-hunting strategies and the skills necessary to hold a job.	P	P	N	A.3 (a-g), B.2 (a-e),	N	1, 2	1, 2, 3
MIDDLE GRADES 5-8							
1. Develop a personal portfolio that contains critical personal, educational, and career information.	N	N	N		N	3, 4	
2. Compare workplace environments and the education required for different occupations.	P	P	N	B.1 (a & b), B.3,	N	4, 6	1, 2, 4
3. Integrate school- and work-based experience to identify possible initial career goals.	P	P	N	A.4, B.1.a,C.1 (a-d), C.2,	N	5	2, 3, 4, 5, 6
SECONDARY GRADES							
1. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.	Y	Y	N	C.1	Y	3	3
2. Demonstrate job seeking skills.	P	P	N	C.1.b	Y	2, 3	3
3. Assess personal, educational, and career skills that are transferable among various jobs.	Y	Y	N	B.1, B. 2. (a-e), C.4	Y	6	3, 4, 6
4. Explain the problems and possible benefits of involuntary changes in employment, including information on what actions the employee can take to make it easier to find a new position or to become self-employed.	Y	P	N	C.1 (a-d), C.2,C.3 (a-c), C.4	Y	2, 5	2, 3, 4, 6
C. INTEGRATED AND APPLIED LEARNING							
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Students will select and apply appropriate technological resources and problem-solving strategies to real life situations using problem solving strategies in purposeful ways.							
ELEMENTARY GRADES Pre-K-2							
1. Identify examples of technology being applied at home, school, or work.	P	P	N	B.3	Y	1, 2	1, 2
2. Demonstrate the effects of technology on where people choose to live, how they communicate, how they travel, and how they acquire goods and services.	N	N	N			2, 3	
3. Use academic skills to solve real life problems.	P	P	N	B.2, C.4	Y	3	1, 2, 3
ELEMENTARY GRADES 3-4							

1. Illustrate how products evolve as a result of technological systems.	N	N	N		N	2, 3, 4	
2. Identify the major components of a technological system (input, process, output, feedback) and cite examples in the school and/or community.	N	N	N		N	1, 2	
3. Identify academic knowledge and skills required in specific careers.	P	P	N	B.1, B.2 (a-e)	N	1, 2	1, 2
MIDDLE GRADES 5-8							
1. Research the need for ethical and legal standards concerning the application of technology (including communication systems, product liability, copyright/patent, and safety).	N	N	N		N	3	
2. Research recent technological developments and predict their possible spin-offs.	P	P	N	B.3	N	3	1, 2
3. Use academic knowledge and skills to solve career related problems.	Y	Y	N	A.3, A.4, B.1 (a & b), B.2 (a-e), B.3, C.1, C.2, C.4	N	3	2, 3, 4, 6
SECONDARY GRADES							
1. Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.	Y	Y	N	A.1 (a-c), A.2 (a-c), A.3 (a-f), A.4 (a-c), B.1, B.2 (a-e), C.1 (a-d), C.2	Y	3	2, 3, 4, 6
2. Demonstrate knowledge of customer satisfaction strategies.	N	N	N			3	
3. Demonstrate an understanding of how humans change and adapt technology to their benefit.	N	N	N			3	
4. Use mathematical, scientific, and technological tools to design and apply solutions to a community problem.	P	P	N	B.2 (b & c)	Y	3	4, 6
5. Demonstrate an understanding of workplace safety and human factors in the development of products, services or processes.	P	P	N	A.3.f	Y	3	4, 6
D. BALANCING RESPONSIBILITIES							
Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities. The skills to manage work, family, and community responsibilities for the well being of themselves and others are critical for personal success.							
ELEMENTARY GRADES Pre-K-2							
1. Identify different roles they play.	Y	Y	Y	A.4	Y	1, 2	1, 2
2. Demonstrate an understanding of the concept of saving.	P	P	N	A.4	N (6-8 & 9-diploma)	3	3, 5

3. Demonstrate an understanding of the importance of the conservation of resources.	P	P	N	A.4	N (6-8 & 9-diploma)	3	3, 5
ELEMENTARY GRADES 3-4							
1. Exhibit, during the school day, the personal qualities that lead to responsible behavior.	Y	Y	N	A.3 (a-f), B.1, C.1, C.3	N	2, 3	1, 2, 3,
2. Develop time management strategies for school and after-school activities.	P	P	N	A.4.a	N (6-8 & 9-diploma)	3, 5	3, 5
3. Demonstrate an understanding of earning, spending, and saving in relation to personal security and the economic stability of the family.	P	P	N	A.4.c	N (6-8 & 9-diploma)	2, 3	3, 5
MIDDLE GRADES 5-8							
1. Identify how critical factors such as history, the environment, the economy, or personal characteristics may affect individual and family choices.	Y	Y	N	C.3, C.4	N	1, 2	2, 5
2. Understand and apply theories of child development and human behavior.	N	N					
3. Demonstrate an understanding of budgeting and the use of financial tools and services.	P	P	N	A.4.c	N	3	3, 5
4. Develop strategies to balance multiple responsibilities and conflicting priorities.	P	P	N	A.4 (a-c)	N	3, 5	3, 5
5. Assume personal responsibility during their time in school.	Y	Y	N	A.3 (a-g), A.4 (a-c), B.2 (a-e),	N	3	2, 3, 4, 5
SECONDARY GRADES							
1. Illustrate how resources and support systems, available within a community, assist individuals in their roles as workers and family members.	P	P	N	A.4 (a-c), B.1, C.3 (a-c),	Y	2, 3, 4	4, 6
2. Use knowledge and theories of growth and development to help balance multiple responsibilities.	N	N					
3. Demonstrate an understanding of the importance of community involvement to family and community life.	Y	Y	N	B.1, C.4	Y	2, 3	4, 6
4. Demonstrate an ability to manage personal resources.	P	P	N	A.4 (a-c)	Y	2, 3	4, 6
Standards,PIs, Descriptors NOT found in 1997 document							

% increase or decrease # of Standards							
4 to 3, 25% decrease							
% increase or decrease # of Performance Indicators							
59 to 42, 29% decrease							