

**Desired Results Developmental Profile–Kindergarten (DRDP-K)
Correspondence to California Learning Standards:
History–Social Science (HSS) and California Content Standards**

There is a moderate correspondence between the DRDP-K History–Social Science (HSS) domain and the California Content Standards for Kindergarten. One or more content standards are reflected in each of the DRDP-K measures, which indicates shared understanding of the aspects of history and social science that young children are beginning to understand. These aspects include a sense of time and of the historical past; a sense of place (including developing map skills and caring for the environment); and basic competencies associated with responsible conduct. In addition, some DRDP-K measures focus on areas that are not directly addressed in the content standards, including children’s awareness and anticipation of future events; their understanding of the personal past and its relevance to the present; and their developing skills of conflict negotiation.

There are also many content standards that are not directly covered by corresponding DRDP-K measures, as noted at the end of this document. These standards include children’s awareness of political symbols, the meaning of American holidays, specific events in American and world history, children’s use of timelines, and children’s ability to associate geographical characteristics with the functions of those characteristics. This derives from somewhat different conceptualizations of social sciences in each resource as well as the design of the content standards to anticipate domains of social sciences that will become more relevant as children mature cognitively and become capable of more complex social science understanding in future grades. In effect, the DRDP-K measures are based on developmental research that shows what children know and are able to do at kindergarten entry and are designed to assess children entering kindergarten as well as throughout the kindergarten year. Some of the areas that are addressed in the California content standards require increasingly complex understanding of social science concepts that children are just beginning to acquire during or near the end of the kindergarten year.

**Correspondence between the DRDP-K Instrument and
California Content Standards**

DRDP-K Measure	California Content Standards	Measure Corresponds with California Content Standards in the Following Ways:
<p>HSS 1: Sense of Time</p> <p>Definition: Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity</p>	<p><u>History–Social Science Content Standards for California Public Schools (HSS CSCPS)</u></p> <p>Learning and Working Now and Long Ago</p> <p><i>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</i></p>	<p>Child develops an understanding of the past and future (HSS CSCPS Learning and Working Now and Long Ago K.5).</p>

DRDP-K Measure	California Content Standards	Measure Corresponds with California Content Standards in the Following Ways:
<p>HSS 1: Sense of Time (continued)</p> <p>Definition: Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity</p>	<p><i>K.6 Students understand that history relates to events, people, and places of other times.</i></p> <p>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, making clothing, having fun, forming organizations, living by rules and laws).</p> <p>Historical and Social Sciences Analysis Skills (K-5)</p> <p><i>Chronological and Spatial Thinking</i></p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p>	<p>Child develops an awareness of and sequences past events and develops some understanding of how people lived in the past (HSS CSCPS Learning and Working Now and Long Ago K.6.3).</p> <p>Child develops an awareness of past events and their relation to each other and to the present (HSS CSCPS Chronological and Spatial Thinking 3).</p>

DRDP-K Measure	California Content Standards	Measure Corresponds with California Content Standards in the Following Ways:
<p>HSS 2: Sense of Place</p> <p>Definition: Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them</p>	<p><u>History–Social Science Content Standards for California Public Schools (HSS CSCPS)</u></p> <p>Learning and Working Now and Long Ago</p> <p><i>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</i></p> <p>2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</p> <p>3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</p> <p>4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p> <p>5. Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.</p> <p>Historical and Social Sciences Analysis Skills (K-5)</p> <p><i>Chronological and Spatial Thinking</i></p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.</p>	<p>Child develops an understanding of the location of places and people and elements of the social and physical environment, and creates and interprets maps (HSS CSCPS Learning and Working Now and Long Ago K.4.2–5).</p> <p>Child develops an understanding of the social and physical environment and uses maps (HSS CSCPS Chronological and Spatial Thinking 4).</p>

DRDP-K Measure	California Content Standards	Measure Corresponds with California Content Standards in the Following Ways:
<p>HSS 3: Ecology</p> <p>Definition: Child develops an awareness of and concern for the natural world and human influences on it</p>	<p><u>Health Content Standards for California Public Schools for Kindergarten (Health CSCPS)</u></p> <p>Personal and Community Health</p> <p><i>Standard 1: Essential Concepts</i></p> <p>1.5.P Identify Practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.</p>	<p>Child develops an awareness of the effects of human practices on the natural world and concern about their consequences (Health CSCPS Personal and Community Health 1.5.P).</p>
<p>HSS 4: Conflict Negotiation</p> <p>Definition: Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations</p>	<p><u>History–Social Science Content Standards for California Public Schools (HSS CSCPS)</u></p> <p>Learning and Working Now and Long Ago</p> <p><i>K.1 Students understand that being a good citizen involves acting in certain ways.</i></p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p>	<p>Child develops skills at managing conflict in responsible ways (HSS CSCPS Learning and Working Now and Long Ago K.1.1).</p>

DRDP-K Measure	California Content Standards	Measure Corresponds with California Content Standards in the Following Ways:
<p>HSS 5: Responsible Conduct as a Group Member</p> <p>Definition: Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations</p>	<p><u>History–Social Science Content Standards for California Public Schools (HSS CSCPS)</u></p> <p>Learning and Working Now and Long Ago</p> <p><i>K.1 Students understand that being a good citizen involves acting in certain ways.</i></p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p><u>Physical Education Content Standards for California Public Schools for Kindergarten (PE CSCPS)</u></p> <p>Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Social Interaction</i></p> <p>5.2 Participate willingly in physical activities.</p> <p>5.3 Demonstrate the characteristics of sharing in a physical activity.</p> <p><i>Group Dynamics</i></p> <p>5.5 Participate as a leader and a follower during physical activities.</p>	<p>Child cooperates and understands group expectations (HSS CSCPS Learning and Working Now and Long Ago K.1.1).</p> <p>Child cooperates and understands group expectations, including group dynamics (PE CSCPS Standards 5.2, 5.3, 5.5).</p>

History–Social Science Content Standards not addressed by DRDP-K (2015) HSS domain

- **K.1 Students understand that being a good citizen involves acting in certain ways.**
 - 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
 - 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
- **K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**
- **K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**
- **K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**
 - 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
- **K.6 Students understand that history relates to events, people, and places of other times.**
 - 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
 - 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
 - 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
- **Historical and Social Sciences Analysis Skills (K-5): Chronological and Spatial Thinking**
 - 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
 - 2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
 - 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
- **Historical and Social Sciences Analysis Skills (K-5): Research, Evidence, and Point of View**
- **Historical and Social Sciences Analysis Skills (K-5): Historical Interpretation**

The number and variety of History–Social Science Content Standards that are not addressed by DRDP-K measures reflect two factors. First, several content standards anticipate domains of social science that will become the focus of increasing attention at older ages, such as children's understanding of political symbols, significant figures in American history, the meaning and significance of American holidays, key events in American and world history, national legends and stories, the significance of geographical locations to their functions, and the analysis of evidence and viewpoint in evaluating accounts. These content standards are more complex than the history–social science content that children learn in preschool and at the beginning of kindergarten. Second, several content standards reflect age-appropriate accomplishments that are not sampled in the streamlined set of measures of the DRDP-K. The content standards that are not directly addressed include, for example, children's use of directional and temporal terms and their understanding of different adult roles and occupations. On the whole, these differences reflect the different functions of these two resources.