

**Desired Results Developmental Profile–Kindergarten (DRDP-K)  
Correspondence to California Learning Standards:  
Social and Emotional Development (SED) and the Content Standards for  
California Public Schools for Kindergarten**

There is a modest correspondence between the DRDP-K Social and Emotional Development (SED) domain and the Content Standards for California Public Schools for Kindergarten. This correspondence centers mostly on the Health and Physical Education content areas related to understanding the physical characteristics of oneself and others and cooperating in group activities. The DRDP-K assesses areas of social and emotional development that are not completely and are less directly addressed in the standards, including children’s developing awareness of personal characteristics, thoughts and feelings, and social skills that are enlisted into interactions with adults and peers that enable children to avoid conflict and act responsibly. One area the DRDP-K addresses that is not included in the standards is children’s sociodramatic play, which is an important way in which children engage in pretend play. The value of pretend play in young children’s social and emotional development is made clear in the California Preschool Learning Foundations. Information on standards included in the Health and Physical Education domain that the DRDP-K does not directly cover is provided below the following table.

**Correspondence between the DRDP-K Instrument and  
Content Standards for California Public Schools for Kindergarten**

<b>DRDP-K Measure</b>	<b>Content Standards for California Public Schools for Kindergarten</b>	<b>Measure Corresponds with Content Standards in the Following Ways:</b>
<p><b>SED 1: Identity of Self in Relation to Others</b></p> <p><b>Definition:</b> Child shows increasing awareness of self as distinct from and also related to others</p>	<p><u><b>Health Content Standards for California Public Schools for Kindergarten (Health CSCPS)</b></u></p> <p><b>Growth and Development</b></p> <p><b><i>Standard 1: Essential Concepts</i></b></p> <p>1.2.G Describe their own physical characteristics.</p> <p>1.3.G Name ways in which people are similar and ways in which they are different.</p>	<p>Child develops an awareness of his or her own physical characteristics and compares them with those of others <b>(Health CSCPS Growth and Development Standard 1.2.G)</b>.</p> <p>Child compares his or her own characteristics with those of others <b>(Health CSCPS Growth and Development Standard 1.3.G)</b>.</p>

DRDP-K Measure	Content Standards for California Public Schools for Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p><b>SED 2: Social and Emotional Understanding</b></p> <p><b>Definition:</b> Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>	<p><b><u>Health Content Standards for California Public Schools for Kindergarten (Health CSCPS)</u></b></p> <p><b>Growth and Development</b></p> <p><b><i>Standard 1: Essential Concepts</i></b></p> <p>1.3.G Name ways in which people are similar and ways in which they are different.</p> <p><b>Mental, Emotional, and Social Health</b></p> <p><b><i>Standard 1: Essential Concepts</i></b></p> <p>1.1.M Identify a variety of emotions.</p> <p>1.4.M Describe characteristics that make each individual unique.</p>	<p>Child develops an awareness of how people are similar and different (<b>Health CSCPS Growth and Development Standard 1.3.G</b>).</p> <p>Child shows developing understanding of people’s feelings (<b>Health CSCPS Mental, Emotional, and Social Health Standard 1.1.M</b>).</p> <p>Child develops an awareness of the internal characteristics of people, including emotions, and compares the characteristics of people (including potentially those that make them unique) (<b>Health CSCPS Mental, Emotional, and Social Health Standard 1.4.M</b>).</p>
<p><b>SED 3: Relationships and Social Interactions with Familiar Adults</b></p> <p><b>Definition:</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>	<p><b><u>Health Content Standards for California Public Schools for Kindergarten (Health CSCPS)</u></b></p> <p><b>Mental, Emotional, and Social Health</b></p> <p><b><i>Standard 4: Interpersonal Communication</i></b></p> <p>4.2.M Cooperate and share with others.</p>	<p>Child develops skills in cooperating with familiar adults (<b>Health CSCPS Mental, Emotional, and Social Health Standard 4.2.M</b>).</p>

DRDP-K Measure	Content Standards for California Public Schools for Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p><b>SED 3: Relationships and Social Interactions with Familiar Adults (continued)</b></p> <p><b>Definition:</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>	<p><b><u>Physical Education Content Standards for California Public Schools for Kindergarten (PE CSCPS)</u></b></p> <p><b>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.</b></p> <p><b><i>Self-Responsibility</i></b></p> <p>5.2 Participate willingly in physical activities.</p> <p><b><i>Group Dynamics</i></b></p> <p>5.5 Participate as a leader and a follower during physical activities.</p>	<p>Child participates constructively in group activities guided by familiar adults (<b>PE CSCPS Standard 5.2</b>).</p> <p>Child cooperates in a competent manner in group activity (<b>PE CSCPS Standard 5.5</b>).</p>
<p><b>SED 4: Relationships and Social Interactions with Peers</b></p> <p><b>Definition:</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	<p><b><u>Health Content Standards for California Public Schools for Kindergarten (Health CSCPS)</u></b></p> <p><b>Mental, Emotional, and Social Health</b></p> <p><b><i>Standard 4: Interpersonal Communication</i></b></p> <p>4.2.M Cooperate and share with others.</p>	<p>Child develops skills in cooperating and sharing with peers (<b>Health CSCPS Mental, Emotional, and Social Health Standard 4.2.M</b>).</p>

DRDP-K Measure	Content Standards for California Public Schools for Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p><b>SED 4: Relationships and Social Interactions with Peers (continued)</b></p> <p><b>Definition:</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	<p><b><u>Physical Education Content Standards for California Public Schools for Kindergarten (PE CSCPS)</u></b></p> <p><b>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.</b></p> <p><b><i>Self-Responsibility</i></b></p> <p>5.2 Participate willingly in physical activities.</p> <p><b><i>Group Dynamics</i></b></p> <p>5.5 Participate as a leader and a follower during physical activities.</p>	<p>Child participates constructively in group activities in cooperation with peers (<b>PE CSCPS Standard 5.2</b>).</p> <p>Child cooperates in a competent manner in group activity involving other children (<b>PE CSCPS Standard 5.5</b>).</p>
<p><b>SED 5: Symbolic and Sociodramatic Play</b></p> <p><b>Definition:</b> Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</p>	<p><i>No relevant standards.</i></p>	<p><i>No relevant standards.</i></p>

**Standards related to social and emotional development not addressed by DRDP-K (2015) SED domain; may be addressed by other domains in the DRDP-K**

- **Growth and Development: Standard 1: Essential Concepts**
  - 1.1.G Explain that living things grow and mature.
  - 1.2.G Describe their own physical characteristics.
  - 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
  - 1.5.G Name body parts and their functions.
  - 1.6.G Name and describe the five senses.
- **Mental, Emotional, and Social Health: Standard 1: Essential Concepts**
  - 1.1.M Identify a variety of emotions.
  - 1.2.M Describe the characteristics of families.
  - 1.3.M Identify trusted adults at home and at school.
  - 1.5.M Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”
- **Mental, Emotional, and Social Health: Standard 2: Analyzing Influences**
  - 2.1.M Identify ways family and friends help promote well-being.
- **Mental, Emotional, and Social Health: Standard 3: Accessing Valid Information**
  - 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.
- **Mental, Emotional, and Social Health: Standard 6: Goal Setting**
  - 6.1.M Make a plan to help family members at home.
- **Mental, Emotional, and Social Health: Standard 8: Health Promotion**
  - 8.1.M Encourage others when they engage in safe and healthy behaviors.

As the above list suggests and as one would expect with the domains having a different primary focus, the areas addressed by the SED domain of the DRDP-K only partially intersect with the content of the Health and Physical Education Content Standards. In particular, the DRDP-K SED domain relates to the subset of Health and Physical Education Standards that focus primarily on children’s well-being. The other Health Content Standards are not directly relevant to social and emotional development. Instead, they mainly focus appropriately on the constituent skills related to developing healthy practices in children.