

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

There is a strong correspondence between the DRDP-K History–Social Science (HSS) domain and the California Preschool Learning Foundations (PLF). Every DRDP-K measure relates to one or more (usually several) foundations in history–social science or social-emotional development. This correspondence reflects a shared conceptualization of the aspects of social science and history that young children are beginning to understand. These areas include a sense of time, both past and future, personal, and historical; an appreciation of place, including caring for the environment; and the importance of responsible conduct, including developing skills at conflict negotiation. The PLF provide a more elaborate portrayal of these developing skills than does the DRDP-K in part owing to the different functions of each resource. The DRDP-K assesses a streamlined sample of knowledge and skills of a domain, and the PLF more comprehensively address knowledge and skills of a domain. Thus, some foundations in history–social science are not reflected in DRDP-K measures, including children’s awareness of and respect for human diversity, their appreciation of adult roles and occupations, and a basic awareness of economic processes.

As earlier noted, the correspondence between the DRDP-K and the PLF in this domain spans both the history–social science and social-emotional foundations of the PLF. This is to be expected because social-emotional skills are important to the developing competencies associated with learning in the history–social science domain, including conflict resolution, cooperative conduct, and responsible behavior as well as, more broadly, young children’s developing skills for citizenship and participation as a responsible member of the group.

**Correspondence between the DRDP-K Instrument and
the California Preschool Learning Foundations**

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF 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</u></p> <p>Sense of Time (History)</p> <p>Understanding Past Events, at around 60 months</p> <p>1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</p>	<p>Child develops an understanding of past events and their association (Understanding Past Events 1.1).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF 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>Anticipating and Planning Future Events, at around 60 months</p> <p>2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.</p> <p>Personal History, at around 60 months</p> <p>3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.</p> <p>Historical Changes in People and the World, at around 60 months</p> <p>4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p>	<p>Child comprehends future events (Anticipating and Planning Future Events 2.1).</p> <p>Child develops a sense of the past, with some elements of his or her personal past (Personal History 3.1).</p> <p>Child develops a sense of the past, including events of “long ago” (Historical Changes in People and the World 4.1).</p>
<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>History–Social Science</p> <p>Sense of Place (Geography and Ecology)</p> <p>Navigating Familiar Locations, at around 60 months</p> <p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>	<p>Child develops an awareness of the characteristics of the physical environment, distances between locations, and how his or her community compares with others’ communities (Navigating Familiar Locations 1.1).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>HSS 2: Sense of Place (continued)</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>Understanding the Physical World Through Drawings and Maps, at around 60 months</p> <p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>	<p>Child uses simple maps (Understanding the Physical World Through Drawings and Maps 3.1).</p>
<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>History–Social Science</p> <p>Sense of Place (Geography and Ecology)</p> <p>Caring for the Natural World, at around 60 months</p> <p>2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>	<p>Child develops an understanding of the natural world, including natural phenomena outside of direct experience, and the human impact on the ecology (Caring for the Natural World 2.1).</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>History–Social Science</p> <p>Becoming a Preschool Community Member (Civics)</p> <p>Skills for Democratic Participation, at around 60 months</p> <p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>	<p>Child develops the ability to consider the needs and interests of others in conflict situations (Skills for Democratic Participation 1.1).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>HSS 4: Conflict Negotiation (continued)</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>Responsible Conduct, at around 60 months</p> <p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.</p> <p>Fairness and Respect for Other People, at around 60 months</p> <p>3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p>Conflict Resolution, at around 60 months</p> <p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p> <p><u>Social-Emotional Development</u></p> <p>Self</p> <p>Self-Regulation, at around 60 months</p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p>	<p>Child develops skills at responsibly managing conflict with peers (Responsible Conduct 2.1).</p> <p>Child considers the needs and feelings of others in conflict situations (Fairness and Respect for Other People 3.1).</p> <p>Child develops skills to manage conflict with peers (Conflict Resolution 4.1).</p> <p>Child develops greater self-regulation in conflict with other children (Self-Regulation 2.1).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>HSS 4: Conflict Negotiation (continued)</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>Social and Emotional Understanding, at around 60 months</p> <p>3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <p>Social Interaction</p> <p>Interactions with Peers, at around 60 months</p> <p>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p> <p>Group Participation, at around 60 months</p> <p>3.1 Participate positively and cooperatively as group members.</p> <p>Cooperation and Responsibility, at around 60 months</p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p> <p>Close Relationships with Teachers and Caregivers, at around 60 months</p> <p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	<p>Child considers others' feelings and needs in conflict situations (Social and Emotional Understanding 3.1).</p> <p>Child develops skills to manage conflict with peers (Interactions with Peers 2.3).</p> <p>Child cooperates with other children in conflict situations (Group Participation 3.1).</p> <p>Child develops skills to responsibly manage conflict with other children (Cooperation and Responsibility 4.1).</p> <p>Child develops skills in managing conflict with adult assistance. (Close Relationships with Teachers and Caregivers 2.1).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF 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</u></p> <p>Becoming a Preschool Community Member (Civics)</p> <p>Skills for Democratic Participation, at around 60 months</p> <p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p> <p>Responsible Conduct, at around 60 months</p> <p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.</p> <p>Fairness and Respect for Other People, at around 60 months</p> <p>3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>	<p>Child cooperates and understands group expectations (Skills for Democratic Participation 1.1).</p> <p>Child cooperates and understands group expectations (Responsible Conduct 2.1).</p> <p>Child cooperates and understands group expectations and fairness (Fairness and Respect for Other People 3.1).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>HSS 5: Responsible Conduct as a Group Member (continued)</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>Social-Emotional Development (SED)</u></p> <p>Social Interaction</p> <p>Self-Regulation, at around 60 months</p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p> <p>Group Participation, at around 60 months</p> <p>3.1 Participate positively and cooperatively as group members.</p> <p>Cooperation and Responsibility, at around 60 months</p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p>	<p>Child develops self-regulation in cooperating with group expectations (Self-Regulation 2.1).</p> <p>Child cooperates and understands group expectations (Group Participation 3.1).</p> <p>Child cooperates and understands group expectations (Cooperation and Responsibility 4.1).</p>

Foundations not addressed by DRDP-K (2015) HSS domain

- Culture and Diversity
 - 1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.
- Social Roles and Occupations
 - 3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.
- Exchange
 - 1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

The history–social science Preschool Learning Foundations reflect a broad conceptualization of this domain compared to the DRDP-K. The ability to acknowledge and respect diversity in human experience, to identify and begin to understand adult roles and occupations, and to acquire basic economic understanding are capabilities children of this age begin to develop and are usually included in social studies content standards for older children. They can also be assessed by teachers through observing children’s behavior. Even so, the practicalities of classroom assessment require the DRDP-K to be a streamlined assessment tool that samples selected areas of learning and does not directly address all areas of knowledge and skills in a domain.