

Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to California Foundations:
History–Social Science (HSS) and the California Preschool Learning Foundations (PLF)

The DRDP (2015) History–Social Science (HSS) domain corresponds to the California Preschool Learning Foundations (PLF) in each of its five measures: sense of time, sense of place, ecology, conflict negotiation, and responsible conduct as a group member. These correspondences are consistent with the major themes associated with social science and history that are appropriate for this developmental stage: a sense of time and place (the latter including awareness of and concern for the environment), developing skills in interacting and cooperating with familiar adults and peers, fundamental elements of social and emotional understanding, and developing abilities in responsible group membership, including cooperation and conflict negotiation.

**Correspondence between the DRDP (2015) and
the California Preschool Learning Foundations**

DRDP (2015) 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>Understanding Past Events</p> <p><i>At around 48 months</i></p> <p>1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.</p> <p><i>At around 60 months</i></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 understanding of past events and their association (Understanding Past Events 1.1).</p>

DRDP (2015) 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</p> <p><i>At around 48 months</i> 2.1 Anticipate events in familiar situations in the near future, with adult assistance.</p> <p><i>At around 60 months</i> 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</p> <p><i>At around 48 months</i> 3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.</p> <p><i>At around 60 months</i> 3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.</p>	<p>Child develops understanding of future events (Anticipating and Planning Future Events 2.1).</p> <p>Child shares events in the recent past (Personal History 3.1).</p>

DRDP (2015) 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>Historical Changes in People and the World <i>At around 48 months</i> 4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline.</p> <p><i>At around 60 months</i> 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 develops ability to distinguish events in the recent past from those that happened “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>Navigating Familiar Locations <i>At around 48 months</i> 1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).</p> <p><i>At around 60 months</i> 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 awareness of the characteristics of familiar locations and routes between them (Navigating Familiar Locations 1.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF 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>History–Social Science</u></p> <p>Caring for the Natural World</p> <p><i>At around 48 months</i></p> <p>2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p> <p><i>At around 60 months</i></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 awareness of nature and the effects of human activity on it (Caring for the Natural World 2.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<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>Social-Emotional Development</u></p> <p>Self-Regulation</p> <p><i>At around 48 months</i></p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p><i>At around 60 months</i></p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p> <p>Social and Emotional Understanding</p> <p><i>At around 48 months</i></p> <p>3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p><i>At around 60 months</i></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>Child develops self-regulation of behavior in conflicts with other children (Self-Regulation 2.1).</p> <p>Child develops consideration of the needs and interests of others (Social and Emotional Understanding 3.1).</p>

DRDP (2015) 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>Interactions with Peers</p> <p><i>At around 48 months</i></p> <p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p> <p><i>At around 60 months</i></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</p> <p><i>At around 48 months</i></p> <p>3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p><i>At around 60 months</i></p> <p>3.1 Participate positively and cooperatively as group members.</p> <p>Cooperation and Responsibility</p> <p><i>At around 48 months</i></p> <p>4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months</i></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 ability to resolve peer conflicts (Interactions with Peers 2.3).</p> <p>Child develops ability to use cooperative methods to resolve peer conflict (Group Participation 3.1).</p> <p>Child develops skills in managing peer conflict (Cooperation and Responsibility 4.1).</p>

DRDP (2015) 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>Close Relationships with Teachers and Caregivers</p> <p><i>At around 48 months</i></p> <p>2.1 Seek security and support from their primary teachers and caregivers.</p> <p><i>At around 60 months</i></p> <p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p> <p><u>History–Social Science</u></p> <p>Skills for Democratic Participation</p> <p><i>At around 48 months</i></p> <p>1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p> <p><i>At around 60 months</i></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 skills in managing conflict with adult assistance (Close Relationships with Teachers and Caregivers 2.1).</p> <p>Child develops ability to resolve conflict situations (Skills for Democratic Participation 1.1).</p>

DRDP (2015) 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</p> <p><i>At around 48 months</i></p> <p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p> <p><i>At around 60 months</i></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</p> <p><i>At around 48 months</i></p> <p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><i>At around 60 months</i></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 develops ability to manage and resolve conflict (Responsible Conduct 2.1).</p> <p>Child develops skills to appropriately resolve conflict situations (Fairness and Respect for Other People 3.1).</p>

DRDP (2015) 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>Conflict Resolution</p> <p><i>At around 48 months</i></p> <p>4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p> <p><i>At around 60 months</i></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>Child develops skills to manage conflict appropriately with peers (Conflict Resolution 4.1).</p>
<p>HSS 5: Responsible Conduct as a Group Member</p> <p>Definition: Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations</p>	<p><u>Social-Emotional Development</u></p> <p>Self-Regulation</p> <p><i>At around 48 months</i></p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p><i>At around 60 months</i></p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p>	<p>Child develops self-regulation in cooperating with group expectations (Self-Regulation 2.1).</p>

DRDP (2015) 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 early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations</p>	<p>Group Participation</p> <p><i>At around 48 months</i> 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p><i>At around 60 months</i> 3.1 Participate positively and cooperatively as group members.</p> <p>Cooperation and Responsibility</p> <p><i>At around 48 months</i> 4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months</i> 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 ability to cooperate with group expectations (Group Participation 3.1, Cooperation and Responsibility 4.1).</p>

DRDP (2015) 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 early 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>Skills for Democratic Participation <i>At around 48 months</i></p> <p>1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p> <p><i>At around 60 months</i></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 <i>At around 48 months</i></p> <p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p> <p><i>At around 60 months</i></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>Child develops skills at coordinating personal interests with those of others (Skills for Democratic Participation 1.1).</p> <p>Child develops skills to cooperate with group expectations (Responsible Conduct 2.1).</p>

DRDP (2015) 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 early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations</p>	<p>Fairness and Respect for Other People</p> <p><i>At around 48 months</i></p> <p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><i>At around 60 months</i></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 develops skills to cooperate with group expectations (Fairness and Respect for Other People 3.1).</p>

Foundations not addressed by DRDP (2015) HSS domain

- Culture and Diversity
 - At around 48 months: 1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.
 - At around 60 months: 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
 - At around 48 months: 3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.
 - At around 60 months: 3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.

- Exchange
 - At around 48 months: 1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.
 - At around 60 months: 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 three History–Social Science foundations to which the DRDP (2015) does not correspond are in areas that are often included in social studies content standards for older children and consequently are not included in the DRDP. Thus, the foundations reflect a somewhat broader view of the nature of social science for children at this stage of development.