

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Social Systems - Cognitive Domain



"I'm four years old and my friends and I love to play in the dramatic play area at our preschool program. This is where we try out various adult roles that we have observed people take on in our families, schools, and communities. We pretend to care for babies and raise children. We incorporate the cultural traditions and values of our own families as we pretend to interact with loved ones engaged in daily life. We also try out different jobs and careers in our pretend play. We may act as the cashier in the grocery store, the doctor or nurse in the hospital, the police officer or firefighter in the neighborhood or the server in the restaurant. This kind of play is lots of fun. And, as we play we're learning about our own identities, our families, our communities and our society. We're using different languages and ways of doing things that we see in our families' lives. We're learning more about economics and the environment and how people are similar and different. Sometimes, we take field trips and attend special events. Family members share information so we learn about different cultures and family experiences. We also work hard to learn to get along, solve problems, and celebrate our differences and commonalities. From all of these opportunities, we learn new vocabulary and form ideas about how we live and work together."

Children are surrounded and deeply influenced by the values of their family and first caregivers. From the very beginning of their lives, children are learning about themselves and how to relate to others. Their family members also live and work in a neighborhood, a broader community, and a national society. As children establish their identity, the choices they make and how they function in society are shaped. As they learn to share and take turns and care for each other and the environment, they participate in the foundational concepts of a democratic society. The expectations that are set out in the Social Systems domain of the Minnesota Early Childhood Indicators of Progress (ECIPs) are the building blocks for creating future neighbors, volunteers, workers, taxpayers, voters, and responsible citizens.

The indicators in this domain are written so that teachers can know appropriate expectations for young learners in their development related to Social Systems. They are aligned with the Minnesota Academic Standards in Social Science for Kindergarten.

The Social Systems Domain includes five components:

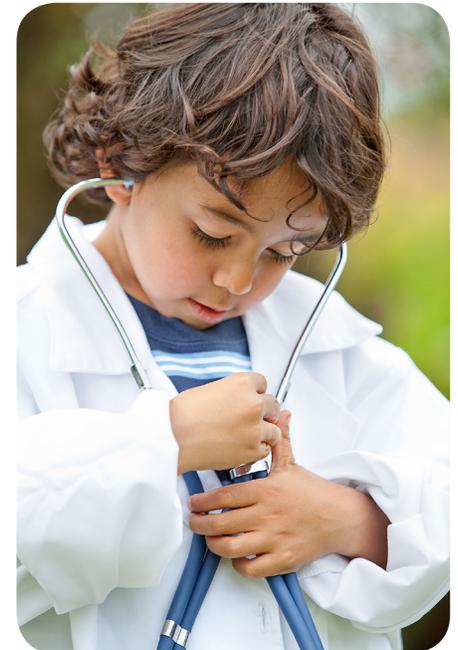
Components SS1-2: Community, People and Relationships

Component SS3-4: Change over Time

Component SS 5-6: Environment

Component SS6-7: Economics

Component SS8: Technology



The sub-components and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus on the ways that children make their needs and wants known, relate to others, begin to notice the sequence of routines, and recognize familiar people, toys, and objects.
- The indicators for toddlers include how they are beginning to notice similarities and differences in people and themselves, show understanding of expectations and routines, participate in self care, engage in pretend play, and help put away toys.
- The indicators for preschoolers focus on their developing understanding of their identity and of belonging in different groups, are learning to follow rules and routines, to show interest in family culture and participate in turn-taking and negotiation.

The skills and concepts in the Social Systems domain are interrelated with children's development in other domains and many overlap with those in social and emotional development. The understanding of past and future, of economic concepts, and of caring for the environment relate specifically to the cognitive domains in the ECIPs.

While young children are not suited to memorizing historical facts and learning about the ins and outs of governmental agencies, there are important ways develop understanding of social systems. The ECIPs guide teachers and providers in supporting this important domain in ways that are just right for young children and just right for the greater society.

“Social studies as content and process is a vibrant and vital part of early childhood curricula. Social studies at the center of early childhood curricula offers the hope that the focus of education will be on the development of effective, efficient, ethical children who will approach their world nonsimplistically and thoughtfully. (Mindes 2005, 7)

Resource:

Mindes, Gayle. 2005. "Social Studies in Today's Early Childhood Curricula." Beyond the Journal. Young Children on the Web. Washington, D.C.: NAEYC. <http://www.naeyc.org/files/yc/file/200509/MindesBTJ905.pdf>

Domain: Social Systems

Component SS1-2: Community, People and Relationships

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS1 Self-identity in the community: Understands the different ways people form their identity</p>	<p>SS1.1 Shows a preference for familiar adults</p> <p>SS1.2 Expresses feeling and emotions through gestures, facial expressions and sounds</p>	<p>SS1.3 Demonstrates preference for favorite toys, clothing and activities</p>	<p>SS1.4 Begins to explore the physical characteristics that make an individual unique</p> <p>SS1.5 Asks questions about similarities and differences in other people in the community</p>	<p>SS1.6 Describes their role(s) within the family and familiar environment</p> <p>SS1.7 Identifies similarities and differences in people</p>	<p>SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.</p> <p>SS1.9 Demonstrates an understanding that families vary</p> <p>SS1.10 Identifies some family traditions and customs</p>	
<p>SS2 Civics: Child understands what it means to be a member of a community</p>	<p>SS2.1 Makes wants and needs known</p> <p>SS2.2 Shows interest in stories and songs</p>	<p>SS2.3 Develops an expectation and understanding of routines within a familiar environment</p>	<p>SS2.5 Demonstrates an understanding of the expectations in a familiar environment</p>	<p>SS2.6 Describes different roles of people in the community</p>	<p>SS2.8 Practices the ways groups make choices and decisions with support</p>	<p>K1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values</p>

		<p>SS2.4 Shows interest in other children and objects</p>		<p>SS2.7 With modeling and support, follows classroom rules and routines</p>	<p>SS2.9 Demonstrates an understanding of rules and why they are important</p> <p>SS2.10 Participates in a variety of roles in the early childhood environment</p> <p>SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them</p>	<p>K1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules</p>
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Components SS3-4: Change over Time

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events</p>	<p>S3.1 Participates in physical care routines</p>	<p>S3.2 Notices sequence of a daily routine</p>	<p>S3.3 Begins to use language about time</p> <p>S3.4 Notices age and size differences between self and others</p> <p>S3.5 Notices change in a daily routine</p>	<p>S3.6 Uses language to recall events in time (“yesterday,” “today”, “tomorrow” “when I was a baby,” “last time”)</p> <p>S3.7 Begins to see self placed in time between older and younger family members and friends</p> <p>S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event</p> <p>S3.9 Talks about recent family or friend events and their impact on self</p>	<p>S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy</p> <p>S3.11 Compares self to older and younger family members and friends with specific examples</p> <p>S3.12 Describes a chronological order in a series of familiar events</p> <p>S3.13 Reflects on the impact of past, present and some future events on self and family</p>	<p>K4.1.1.1 Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions</p>	<p>SS4.1 Recognizes familiar people and toys or objects</p>			<p>SS4.2 Demonstrates curiosity about family and culture</p> <p>SS4.3 Shares stories about family, culture and traditions</p>	<p>SS4.4 Asks more questions about families and culture to build deeper understanding</p> <p>SS4.5 Compares own cultural traditions with others to understand similarities and differences</p>	<p>K4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds</p>

Components SS5-6: Environment

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
SS5 Conservation: Understands that some environmental resources are limited		SS5.1 Helps to put away toys or throw out trash SS5.2 Participates in self-care routines	SS5.3 With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling	SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources	SS5.5 With support, participates in community conservation activities (playground clean up, etc.)	K1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values
SS6 Physical characteristics of community: Child can identify important physical features in their environment		SS6.1 Begins pretend play with blocks, dolls and other toys	SS6.2 Explores physical environments where people live, work and play	SS6.3 Identifies and describes significant objects and places in familiar environments	SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.) SS6.5 Uses tools to represent immediate environment	K3.1.1.1 Describe spatial information depicted in simple drawings and pictures

Components SS7: Economics

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS7 Economic reasoning: Child begins to understand basic economic principles</p>			<p>SS7.1 Participates in turn taking activities with support</p> <p>SS7.2 Asks for needs to be met</p> <p>SS7.3 Explores the exchange of goods</p>	<p>SS7.4 Participates in turn taking with increasing independence</p> <p>SS7.5 Describes basic needs for living things</p> <p>SS7.6 Begins to understand the use of trade or money to obtain goods and services</p>	<p>SS7.7 Negotiates and shares with other children during play</p> <p>SS7.8 Begins to label individual needs and wants with support</p> <p>SS7.9 Identifies goods and services that could meet a specific need or want</p>	<p>K1.1.1.1 Demonstrates civic skills in a classroom that reflect an understanding of civic values</p> <p>K2.1.1.1 Distinguishes between individual needs (conditions necessary to survive) and individual wants (conditions necessary to be happy)</p> <p>K2.1.1.2 Identify goods or services that could satisfy a specific need or want</p>

Components SS8: Technology

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS8 Digital citizenship: The ability to choose and use some digital technology appropriately*</p> <p>*Follow all best practices and safety protocol for children using digital technology</p>				<p>SS8.1 With support, explores all tools, including digital tools, to enhance learning</p>	<p>SS8.2 Knows when, how and why to use a variety of tools to for learning, including digital technology</p> <p>SS8.3 With support, engages in responsible use of all tools including digital technology</p>	