



Kindergarten Individual Development Survey (KIDS)
Correspondence to Illinois Learning Standards:
The KIDS History – Social Science (HSS) Domain and the Illinois Early Learning and Development Standards (IELDS)

There are many commonalities between the structure of the KIDS1 History-Social Science (HSS) domain and the organization of the Illinois Early Learning and Development Standards (IELDS) Social Studies and Social/Emotional learning areas/domains. These similarities arise from shared understanding of the relevance of different social-emotional, social studies, and self-regulatory knowledge and skills to children’s learning and development in school. Thus, although the KIDS addresses some domain elements that are not reflected in the IELDS, and, likewise, a number of the Illinois standards are not covered by the KIDS, the common elements indicate that the KIDS has a fairly high degree of correspondence to key areas in the IELDS.

The correspondence reflects several themes. First, a growing understanding of one’s personal history as well as past events appears in both the KIDS and the IELDS. Second, both include a focus on the developing awareness of one’s place in the natural world and its influence. Third, both cover the set of developing skills that involve responsible management of interactions and relationships with other people, including peers and adults. These skills center on communication, responsible decision-making, and proactive efforts to get along with others. The following table shows correspondences between the KIDS measures and the IELDS.

Correspondence between the KIDS Instrument and the Illinois Early Learning and Development Standards

Table with 3 columns: KIDS Measure, Illinois Early Learning and Development Standards (IELDS), and KIDS Measure Corresponds with IELDS in the Following Ways. Row 1: HSS 1: Sense of Time, Learning Standard 16.A, Child shows awareness of past and future events in his or her personal history (16.A).

1 Desired Results Developmental Profile-Kindergarten for the Kindergarten Individual Development Survey



KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	KIDS Measure Corresponds with IELDS in the Following Ways:
<p><b>HSS 2: Sense of Place</b></p> <p><b>Definition:</b> Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.</p>	<p><b>Learning Standard 17.A</b></p> <p>Explore environments and where people live.</p> <p><b>Learning Standard 17.C</b></p> <p>Understand relationships between geographic factors and society.</p>	<p>Child shows awareness of his or her physical environments. Child develops map-making and map-using skills <b>(17.A)</b>.</p> <p>Child shows awareness of his or her physical environments and of their social implications <b>(17.C)</b>.</p>
<p><b>HSS 3: Ecology</b></p> <p><b>Definition:</b> Child develops an awareness of and concern for the natural world and human influences on it.</p>	<p><i>Note: The IELDS do not address concepts and skills related to ecology.</i></p>	
<p><b>HSS 4: Conflict Negotiation</b></p> <p><b>Definition:</b> 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><b>Learning Standard 24.A</b></p> <p>Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p><b>Learning Standard 31.C</b></p> <p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p><b>Learning Standard 32.B</b></p> <p>Apply decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>Child recognizes other children’s needs and makes efforts to respond constructively to them <b>(24.A)</b>.</p> <p>Child develops abilities to enlist adult assistance in resolving peer conflict, and enacts independent conflict-resolution strategies while taking into consideration the peer’s preferences <b>(31.C)</b>.</p> <p>Child responds to teacher suggestions about alternatives to peer conflict. Child develops skills at suggesting solutions independently <b>(32.B)</b>.</p>



KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	KIDS Measure Corresponds with IELDS in the Following Ways:
<p><b>HSS 5: Responsible Conduct as a Group Member</b></p> <p><b>Definition:</b> 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><b>Learning Standard 14.A</b> Understand what it means to be a member of a group and community.</p> <p><b>Learning Standard 14.C</b> Understand ways groups make choices and decisions.</p> <p><b>Learning Standard 21.A</b> Demonstrate individual responsibility during group physical activities.</p> <p><b>Learning Standard 30.A</b> Identify and manage one’s emotions and behavior.</p> <p><b>Learning Standard 32.A</b> Begin to consider ethical, safety, and societal factors in making decisions.</p> <p><b>Learning Standard 32.C</b> Contribute to the well-being of one’s school and community.</p>	<p>Child regulates self in relation to group rules and expectations. Child develops an understanding of why rules exist <b>(14.A)</b>.</p> <p>Child participates in making new group expectations and rules <b>(14.C)</b>.</p> <p>Child develops self-regulation skills to act responsibly in the group <b>(21.A)</b>.</p> <p>Child demonstrates ability to follow group expectations (rules) and understand their meaning <b>(30.A)</b>.</p> <p>Child develops capacities to regulate behavior in a responsible and acceptable manner with explicit consideration of fairness of other people’s welfare <b>(32.A)</b>.</p> <p>Child develops capacities to follow, communicate, and improve group expectations (rules) in the classroom <b>(32.C)</b>.</p>

**IELDS Goal(s) or Learning Standard(s) not addressed by KIDS Domain**

- Learning Standard 14.B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- Learning Standard 14.D: Understand the role that individuals can play in a group or community.



- Learning Standards 14.E: Understand United States foreign policy as it relates to other nations and international issues.
- Learning Standard 14.F: Understand the development of United States' political ideas and traditions.
- Goal 15: Explore economic systems and human interdependence.
- Learning Standard 15.A: Explore roles in the economic system and workforce.
- Learning Standard 15.B: Explore issues of limited resources in the early childhood environment and world.
- Learning Standard 15.C: Understand that scarcity necessitates choices by producers.
- Learning Standard 15.D: Understand concepts about trade as an exchange of goods and services.
- Learning Standard 15.E: Understand the impact of government policies and decisions on production and consumption in the economy.
- Learning Standard 16.B: Understand the development of significant political events.
- Learning Standard 16.C: Understand the development of economic systems.
- Learning Standard 16.D: Understand Illinois, United States, and world social history.
- Learning Standard 16.E: Understand Illinois, United States, and world environmental history.
- Learning Standard 17.B: Analyze and explain characteristics and interactions of the Earth's physical systems.
- Learning Standard 17.D: Understand the historical significance of geography.
- Goal 18: Explore people and families.
- Learning Standard 18.A: Explore people, their similarities, and their differences.
- Learning Standard 18.B: Develop an awareness of self within the context of family.
- Learning Standard 18.C: Understand how social systems form and develop over time.

*Note from expert:* Although the KIDS HSS measures, along with relevant ATL-REG (Approaches to Learning – Self-Regulation) and SED (Social and Emotional Development) measures, correspond to some of the IELDS in this learning area, many of the standards address young children's understanding of the political system, government, election processes, interest groups, foreign policy, the economy, world social and environmental history, geography, social systems, and related topics. It is a common practice that in the interests of aligning with K-12 learning standards at older ages, these topics are included in learning standards for preschoolers and kindergarteners in state frameworks. The KIDS was constructed, however, to identify domains of knowledge that progressively develop in children only at younger ages. From what is known from developmental research, young children have only nascent understanding of these complex political, economic, geographical, and social systems. Correspondence of measures for young children to K-12 standards for older children is not feasible without pertinent developmental research to guide the definition of measures that specify a continuum of levels for younger ages. Thus, these topics are not included in the KIDS domains, and, consequently, the KIDS does not fully align with the IELDS.