



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

There are many commonalities between the structure of the KIDS<sup>1</sup> History-Social Science (HSS) domain and the organization of the Illinois Early Learning Standards Kindergarten (IELS-K) 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 IELS-K, 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 IELS-K.

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 IELS-K. 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 IELS-K.

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

Table with 3 columns: KIDS Measure, Illinois Early Learning Standards Kindergarten (IELS-K), and KIDS Measure Corresponds with IELS-K in the Following Ways. Row 1: HSS 1: Sense of Time, Learning Standard 16.A, Child demonstrates growth and awareness of past and future events in personal history and historical analysis (16.A).

<sup>1</sup> Desired Results Developmental Profile-Kindergarten for the Kindergarten Individual Development Survey



KIDS Measure	Illinois Early Learning Standards Kindergarten (IELS-K)	KIDS Measure Corresponds with IELS-K 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>Locate, describe and explain places, regions and features on the Earth.</p> <p><b>Learning Standard 17.C</b></p> <p>Understand relationships between geographic factors and society.</p>	<p>Child develops awareness of characteristics of physical environments and the locations, people, and activities associated with them, including elementary map usage. <b>(17.A)</b>.</p> <p>Child shows awareness of physical environments and social implications with a focus on ecological awareness <b>(17.C)</b>.</p>
<p><b>HSS 3: Ecology</b></p> <p><b>Definition:</b> Child is developing an awareness of and concern for the natural world and human influences on it.</p>	<p><b>Learning Standard 22.C</b></p> <p>Explain how the environment can affect health.</p>	<p>Child shows awareness of pollution and the effects on the environment <b>(22.C)</b>.</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 conflicts.</p> <p><b>Learning Standard 32.D</b></p> <p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p><b>Learning Standard 33.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 efforts to respond constructively to them <b>(24a)</b>.</p> <p>Child develops abilities to enact independent conflict resolution strategies (such as turn-taking) while taking into consideration the peer's preference <b>(32.D)</b>.</p> <p>Child responds to teacher suggestions about alternatives to peer conflict. Child develops skills at suggesting solutions independently <b>(33.B)</b>.</p>



<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 21.A</b></p> <p>Demonstrate individual responsibility during group physical activities.</p> <p><b>Learning Standard 21.B</b></p> <p>Demonstrate cooperative skills during structured group physical activities.</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.A</b></p> <p>Identify and manage one’s emotions and behavior.</p> <p><b>Learning Standard 33.A</b></p> <p>Consider ethical, safety, and societal factors in making decisions.</p> <p><b>Learning Standard 33.C</b></p> <p>Contribute to the well-being of one’s school and community.</p>	<p>Child develops self-regulation to act responsibly in the group <b>(21.A)</b>.</p> <p>Child demonstrates cooperative skills during structured group physical activities <b>(21.B)</b>.</p> <p>Child develops abilities to communicate in positive ways, resolving differences and preventing conflict <b>(24.A)</b>.</p> <p>Child demonstrates ability to exercise self-control following group expectations (rules) and act responsibly to others <b>(31.A)</b>.</p> <p>Child demonstrates capacity to regulate behavior in a responsible and acceptable manner with fairness of other people’s welfare <b>(33.A)</b>.</p> <p>Child demonstrates capacity to follow, communicate, and improve group expectations (rules) in the classroom <b>(33.C)</b>.</p>
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**IELS-K Goal(s) or Learning Standard(s) not addressed by KIDS Domain**

- Goal 14: Understand political systems, with the emphasis on the United States.
- Learning Standard 14.A: Understand and explain basic principles of the United States government.
- Learning Standard 14.B: Understand the structures and functions of the political systems of Illinois, the United States and other nations.
- Learning Standard 14.C: Understand elections processes and responsibilities of citizens.



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- Learning Standard 14.D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- Learning Standard 14.E: Understand United States foreign policy as it relates to others nations and international issues.
- Learning Standard 14.F: Understand the development of the United States political ideas and traditions.
- Goal 15: Understand economic systems, with an emphasis on the United States.
- Learning Standard 15.A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- Learning Standard 15.B: Understand that scarcity necessitates choices by consumers.
- Learning Standard 15.C: Understand that scarcity necessitates choices by producers.
- Learning Standard 15.D: Understand 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 on the Earth's physical systems.
- Learning Standard 17.D: Understand the historical significance of geography.
- Goal 18: Understand social systems, with an emphasis on the United States.
- Learning Standard 18.A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- Learning Standard 18.B: Understand the roles and interactions of individuals and groups in society.
- 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 IELS-K 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 IELS-K.