



Connecticut Early Learning and Development Standards (CT ELDS) to Connecticut Elementary and Secondary Social Studies Frameworks (Kindergarten) Crosswalk

Introduction

In 2013, the Connecticut Office of Early Childhood (OEC) released the Connecticut Early Learning and Development Standards (CT ELDS). This comprehensive set of standards for what young children from birth to age five should know and be able to do when provided with high quality learning environments by families, early care and education providers and communities. The CT ELDS cover eight domains, including the domain of Social Studies, which is broken down into 4 strands and 9 learning progressions across three to five years of age. The CT ELDS in the domain of Social Studies build from learning and development in the areas of Social and Emotional Development and Cognition beginning at birth. As children develop an understanding about themselves they are then able to understand themselves in relationship to their families and community. Eventually children have the cognitive skills to begin understanding things about the broader world.

In March of 2015 the Connecticut State Board of Education adopted the Connecticut Elementary and Secondary Social Studies Frameworks for kindergarten through grade 12. The Social Studies Framework includes four dimensions of inquiry, and several disciplines and main concepts are specified under Dimension 2.

Together the CT ELDS and the CSDE Social Studies Framework articulate a continuum of learning in the area of social studies. The attached crosswalk shows how the two documents are aligned to each other, illustrating how learning and development overtime can be supported. This document will be useful to preschool programs in considering how they support young children to build the foundations for when they enter kindergarten and to help children excelling in this area to build on current learning and development. For kindergarten teachers and/or curriculum specialists, the crosswalk will provide information about precursor skills important for children to be able to fully access the kindergarten curriculum. It can provide information on promoting learning and development for children who may not have had early learning experiences that addressed these skills or who need additional supports in this area.

The CT ELDS and the CSDE Social Studies Framework were developed based on some of the same foundational documents, including the *College, Career and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. The CT ELDS Social Studies domain and the kindergarten portion of the CSDE Social Studies Framework are strongly aligned. However, the structure of the CT ELDS and the CSDE Social Studies Framework differ and in some cases the groups working on these documents have chosen to emphasize certain aspects of social studies learning. Early care and education programs and school districts are encouraged to work together, using this crosswalk as a tool for discussing the alignment across the preschool to kindergarten span and to intentionally plan to support children on their learning pathways.

Acknowledgements

The Connecticut Office of Early Childhood (OEC), the Connecticut State Department of Education and a small group of stakeholders collaborated on the development of this crosswalk document. The OEC would like to thank the following individuals for their contribution to this work:

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Connecticut Early Learning and Development Standards to Connecticut Elementary and Secondary Social Studies Framework

Chart 1: Alignment of CT ELDS Social Studies Domain to CT Social Studies Frameworks for Kindergarten

| CT ELDS Learning Progression | CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|--|--|--|---|
| Strand A: Understand self, family and a diverse community | | | |
| Individual Development and Identity | SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) SS.48.2 Demonstrate an understanding of self as part of a family | SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families | No direct alignment exists between individual standards in Strand A, however; children’s beginning understanding of their own and others’ identity, family and culture provide them with the necessary foundations to embark on the learning in the area of social studies. |
| Culture | SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.) | SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter) | |
| Power, Authority and Governance | SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom | SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom | |
| | | | CIV.K.1 Describe roles and responsibilities of people in authority (local/state/national e.g. judge, mayor, governor, police). CIV.K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. |

| CT ELDS Learning Progression | CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|---|--|--|---|
| STRAND B: Learn about people and the environment | | | |
| People, Places and Environments | SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them | SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling | Indirect connections to the discipline of civics and to GEO.K.4: Explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions. |
| | SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home | SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.) | <p>GEO.K.1 Construct maps, graphs and other representations of familiar places</p> <p>GEO.K.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</p> <p>GEO.K.3 Use maps, globes, and other similar geographic models to identify cultural and environmental characteristics of places.</p> |
| Civic Ideals and Practices | SS.48.7 Participate in jobs and responsibilities at home, classroom or community | SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets) | <p>CIV.K.2 Explain how all people, not just official leaders, play an important role in a community</p> <p>CIV.K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>CIV.K.4 Apply civic virtues when participating in school settings.</p> |

| | CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|--|--|--|---|
| STRAND C: Understanding of economic systems and resources | | | |
| Individuals, Groups and Institutions | SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play | SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers | These skills are precursors to learning in the discipline of civics. Preschoolers often learn about individual, groups, and institutions by exploring associated concrete objects such as tools and technologies. While there is no mention of tools and technologies in the kindergarten, these beginning explorations of individuals, groups and institutions provide a foundation for further learning about civics. |
| Production, Distribution and Consumption | SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play | SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs | ECO.K.1 Explain how scarcity necessitates decision-making. ECO.K.2 Identify the benefits and costs of making various personal decisions. |
| Science, Technology and Society | SS.48.10 Understand the use of tools, including technology, for a variety of purposes | SS.60.9 Begin to be aware of technology and how it affects life | Kindergarten students study maps and other geographic tools. |

| | CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|--|--|--|--|
| STRAND D: Understand change over time | | | |
| Time, Continuity and Change | SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow) | SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community | HIST.K.1 Compare life in the past to life today. HIST.K.3 Compare perspectives of people in the past to those in the present |
| | SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed | SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history | HIST.K.2 Generate questions about individuals and groups who have shaped a significant historical change. HIST.K.8 Generate possible reasons for an event or development in the past. CIV.K.9 Describe how people have tried to improve their communities over time. |

Chart 2: Alignment of other CT ELDS components (domains other than Social Studies and supplementary guidance) with the CT Social Studies Frameworks for kindergarten

| CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|--|---|--|
| <p>Inquiry Cycle from the social studies section of <i>Supporting All Children Using the CT ELDS: A Guide to the Domains and Strands</i></p> <ol style="list-style-type: none"> 1. Notice, Wonder, Explore 2. Raise Questions and Develop an Investigation Plan 3. Collect Information 4. Look for Patterns and Relationship <p>(Cycle may repeat)</p> | | <p>INQUIRY</p> <p>Dimension 1: Developing Questions and Planning Inquiry</p> <p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <p>Dimension 3: Evaluating Sources and Using Evidence</p> <p>Dimension 4: Communicating Conclusions and Taking Informed Action</p> |
| <p style="text-align: center;">Domain: Social and Emotional Development</p> <p style="text-align: center;">Strand C: Develop, express, recognize and respond to emotions.</p> <p style="text-align: center;">Learning Progression: Recognition and response to emotions in others</p> | | <p>HIST.K.3 Compare perspectives of people in the past to those in the present.</p> |
| <p>SE.48.7 Recognize, label and respond to a wide variety of emotions in others</p> <p>SE.48.8 Make connections between emotional reaction of others and own emotional experiences</p> | <p>SE.60.9: Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness)</p> <p>SE.60.10: Begin to understand that different people may have different emotional reactions</p> | <p>CIV.K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> |

| CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|--|---|---|
| <p style="text-align: center;">Domain: Cognition Strand A: Develop effective approaches to learning Learning Progression: Curiosity and Initiative</p> | | <p>HIST K.4: Identify different kinds of historical sources</p> |
| <p>C.48.1 Explore and investigate a variety of experiences and topics using different materials (Note that the precursor in the learning progression, C.36.1, states: Ask questions and seek answers from a variety of sources)</p> | <p>C.60.1 Investigate ways to make something happen</p> | <p>HIST K.5: Explain how historical sources can be used to study the past.</p> <p>HIST.K.6: Identify the maker, date and place of origin for a historical course from information within the source itself.</p> <p>HIST.K.7: Generate questions about a particular historical source as it relates to a particular historical event or development.</p> |

| CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|---|---|--|
| <p align="center">Domain: Social and Emotional Development Strand B: Develop self-regulation Learning Progression: Regulation of emotions and behavior</p> | | <p>CIV.K.4: Apply civic virtues when participating in school settings.</p> |
| <p>SE.48.3 Use strategies to self-soothe with limited adult support</p> | <p>SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state</p> | |
| <p align="center">Domain: Social and Emotional Development Strand B: Develop self-regulation Learning Progression: Regulation of impulses and behavior</p> | | |
| <p>SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)</p> <p>SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders</p> | <p>SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support</p> <p>SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)</p> <p>SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines</p> | |

| CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
|---|---|---|
| <p align="center">Domain: Social and Emotional Development Strand C: Develop, express, recognize and respond to emotions. Learning Progression: Recognition and Response to Emotions in Others</p> | | <p>CIV.K.4: Apply civic virtues when participating in school settings. (continued)</p> |
| <p>SE.48.7 Recognize, label and respond to a wide variety of emotions in others</p> <p>SE.48.8 Make connections between emotional reaction of others and own emotional experiences</p> | <p>SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness)</p> <p>SE.60.10 Begin to understand that different people may have different emotional reactions</p> | |
| <p align="center">Domain: Social and Emotional Development Strand A: Develop trusting healthy attachments and relationships with primary caregivers. Learning Progression: Adult Relationships</p> | | <p>CIV.K.5: Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV.K.8: Identify and explain how rules function in public.</p> |
| <p>SE.48.12 Communicate with familiar adults and accept or request guidance</p> | <p>SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.</p> | |
| <p align="center">Domain: Language and Literacy Strand A: Use language for social interaction Learning Progression: Language for Interactions</p> | | |
| <p>L.48.11 Answer simple who, what, where and why questions</p> | <p>L.60.10 Use language to share ideas and gain information</p> | |

| CT ELDS: 3 to 4 Years | CT ELDS: 4 to 5 years | CT Social Studies Frameworks: Kindergarten |
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| <p align="center">Domain: Physical Health and Development Strand C: Acquire adaptive skills Learning Progression: Safety and Responsibility</p> | | <p>CIV.K.6: Explain the need for and purposes of rules in various settings inside and outside of school.</p> |
| <p>PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults</p> | <p>PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community</p> | |
| <p align="center">Domain: Cognition Strand A: Develop effective approaches to learning Learning Progression: Cooperation with Peers in Learning Experiences</p> | | <p>CIV.K.7: Explain how people can work together to make decisions in the classroom.</p> |
| <p>C.48.4 Engage in and complete learning activities with peers C.48.5 Help and cooperate in group</p> | <p>C.60.5 Plan and complete learning activity with a peer C.60.6 Model or teach peers how to use materials or complete a task</p> | |
| <p align="center">Domain: Science Strand E: Understand features of the Earth Learning Progression: Earth and Human Activity</p> | | <p>GEO.K.4: Explain how weather, climate and other environmental characteristics affect people’s lives in places or regions.</p> |
| <p>S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)</p> | <p>S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth’s features (e.g., The stream has greater water flow after snow melts.)</p> | |