Minnesota Early Childhood Indicators of Progress

Social Systems: Cognitive

Components SS1-2: Community, People and Relationships

SS1 Self-identity in the community: Understands the different ways people form their identity SS1

0-1 year

SS1.1 Shows a preference for familiar adults SS1.1

SS1.2 Expresses feeling and emotions through gestures, facial expressions and sounds SS1.2

1-2 years

SS1.3 Demonstrates preference for favorite toys, clothing and activities SS1.3

2-3 years

SS1.4 Begins to explore the physical characteristics that make an individual unique SS1.4

SS1.5 Asks questions about similarities and differences in other people in the community SS1.5

3-4 years

SS1.6 Describes their role(s) within the family and familiar environment SS1.6

SS1.7 Identifies similarities and differences in people SS1.7

4-5 years, K Readiness

SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/ or other group to which the family belongs. SS1.8

SS1.9 Demonstrates an understanding that families vary SS1.9

SS1.10 Identifies some family traditions and customs SS1.10

SS2 Civics: Child understands what it means to be a member of a community SS2

0-1 year

SS2.1 Makes wants and needs known SS2.1

SS2.2 Shows interest in stories and songs SS2.2

1-2 years

SS2.3 Develops an expectation and understanding of routines within a familiar environment SS2.3

SS2.4 Shows interest in other children and objects SS2.4

Skip to main content

2-3 years

SS2.5 Demonstrates an understanding of the expectations in a familiar environment SS2.5

3-4 years

SS2.6 Describes different roles of people in the community SS2.6

SS2.7 With modeling and support, follows classroom rules and routines SS2.7

4-5 years, K Readiness

SS2.8 Practices the ways groups make choices and decisions with support SS2.8

SS2.9 Demonstrates an understanding of rules and why they are important SS2.9

SS2.10 Participates in a variety of roles in the early childhood environment SS2.10

SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them SS2.11

Components SS3-4: Change over Time

SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events SS3

0-1 year

S3.1 Participates in physical care routines S3.1

1-2 years

S3.2 Notices sequence of a daily routine S3.2

2-3 years

S3.3 Begins to use language about time S3.3

S3.4 Notices age and size differences between self and others S3.4

S3.5 Notices change in a daily routine S3.5

3-4 years

S3.6 Uses language to recall events in time ("yesterday," "today", "tomorrow" "when I was a baby," "last time") S3.6

S3.7 Begins to see self placed in time between older and younger family members and friends S3.7

S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event S3.8

S3.9 Talks about recent family or friend events and their impact on self S3.9

Skip to main content

4-5 years, K Readiness

S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy S3.10

S3.11 Compares self to older and younger family members and friends with specific examples S3.11

S3.12 Describes a chronological order in a series of familiar events S3.12

S3.13 Reflects on the impact of past, present and some future events on self and family S3.13

SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions SS4

0-1 year

SS4.1 Recognizes familiar people and toys or objects SS4.1

3-4 years

SS4.2 Demonstrates curiosity about family and culture SS4.2

SS4.3 Shares stories about family, culture and traditions SS4.3

4-5 years, K Readiness

SS4.4 Asks more questions about families and culture to build deeper understanding SS4.4

SS4.5 Compares own cultural traditions with others to understand similarities and differences SS4.5

Components SS5-6: Environment

SS5 Conservation: Understands that some environmental resources are limited SS5

1-2 years

SS5.1 Helps to put away toys or throw out trash SS5.1

SS5.2 Participates in self- care routines SS5.2

2-3 years

SS5.3 With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling SS5.3

3-4 years

SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources SS5.4

4-5 years, K Readiness

SS5.5 With support, participates in community conservation activities (playground clean up, etc.) SS5.5

SS6 Physical characteristics of community: Child can identify important physical features in their environment SS6

Skip to main content

1-2 years

SS6.1 Begins pretend play with blocks, dolls and other toys SS6.1

2-3 years

SS6.2 Explores physical environments where people live, work and play SS6.2

3-4 years

SS6.3 Identifies and describes significant objects and places in familiar environments SS6.3

4-5 years, K Readiness

SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.) SS6.4

SS6.5 Uses tools to represent immediate environment SS6.5

Components SS7: Economics

SS7 Economic reasoning: Child begins to understand basic economic principles SS7

2-3 years

SS7.1 Participates in turn taking activities with support SS7.1

SS7.2 Asks for needs to be met SS7.2

SS7.3 Explores the exchange of goods SS7.3

3-4 years

SS7.4 Participates in turn taking with increasing independence SS7.4

SS7.5 Describes basic needs for living things SS7.5

SS7.6 Begins to understand the use of trade or money to obtain goods and services SS7.6

4-5 years, K Readiness

SS7.7 Negotiates and shares with other children during play SS7.7

SS7.8 Begins to label individual needs and wants with support SS7.8

SS7.9 Identifies goods and services that could meet a specific need or want SS7.9

Components SS8: Technology

SS8 Digital citizenship: The ability to choose and use some digital technology appropriately* *Follow all best practices and safety protocol for children using digital technology SS8

3-4 years

SS8.1 With support, explores all tools, including digital tools, to enhance learning SS8.1

Skip to main content

4-5 years, K Readiness

SS8.2 Knows when, how and why to use a variety of tools to for learning, including digital technology SS8.2

SS8.3 With support, engages in responsible use of all tools including digital technology SS8.3