**Social Studies: Events in the Context of Time Learning Progression**

| **Domain: Social Studies** |
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| **Strand: History** |
| **Learning Progression: Events in the Context of Time** |
| **Operational Definition: Distinguishes among past, present, and future experiences and events in the context of daily routines and experiences** |

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|  | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | **Level 5** |
| **Past, Present, and Future**  | Demonstrates an awareness of what comes “next” during the day (e.g., gets pillow from cubby after lunch in preparation for anticipated naptime). | Recalls, chronologically, some steps in a familiar routine (e.g., wash hands, eat snack, go outside) in order to tell what will be done later in the day. | Describes events that occurred in the recent past and events that are planned for the near future (e.g., in the morning, in the afternoon). | Describes the events of a day in chronological order, using appropriate terms (e.g., first, then, now, before, after, finally). | Describes a series of events that span a short period of time that includes the past, present, and future (e.g., yesterday, today, tomorrow).  |

**Past, Present, and Future**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they demonstrate, recall, and describe daily events, familiar routines, and past, present, and future events. For each child, pay attention to the following details as you observe:* how the child demonstrates, recalls, or describes his/her understanding of things that happen in the context of time, and whether or not prompting or support is needed
* the order in which the child demonstrates, recalls, or describes events
* the language that the child uses to describe past, present, and future events, such as *yesterday*, *today*, *tomorrow*, *now*,or *next*

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child demonstrates an awareness of what comes “next” during the day (e.g., gets pillow from cubby after lunch in preparation for anticipated naptime).  | **Emily—**After lunch every day, Emily gets up from the table, throws away her trash, and gets her pillow from her cubby so that she will be ready for naptime before I say anything. |
| **2** | Child recalls, chronologically, some steps in a familiar routine (e.g., wash hands, eat snack, go outside) in order to tell what will be done later in the day. | **Bradley—**When asked what we would do now that morning math was over, Bradley said, “Wash up.” I followed up and asked, “And then what?” Bradley replied, “Snack.” “And then what?” I asked. Bradley replied, “Play outside.” |
| **3** | Child describes events that occurred in the recent past and events that are planned for the near future (e.g., in the morning, in the afternoon).  | **Yves—**At lunchtime, Yves told Carolyn that his grandma dropped him off at school this morning but his dad would pick him up after school. |
| **4** | Child describes the events of a day in chronological order, using appropriate terms (e.g., first, then, now, before, after, finally). | **Julia—**When Julia’s dad picked her up today, she told him it had been a great day. She said, “This morning we went on a field trip to the fire station. We came back to school just in time for lunch. This afternoon, we got to make our very own firefighter hats.” |
| **5** | Child describes a series of events that span a short period of time that includes the past, present, and future (e.g., yesterday, today, tomorrow).  | **Paisley—**Talking to Jill about what they are wearing at school, Paisley said, “Today I’m wearing a skirt, but yesterday I wore my red pants. I think I’ll wear my green pants tomorrow.” |