

Using the MN ECIPs in Your Program: Social Systems Domain Participant Guide

(2 hours)

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Session Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: I. Child Development and Learning
- CDA Subject Area: VIII. Understanding the principles of child development and learning

Course Description: Explore Social Systems domain from the Minnesota Early Learning Standards. Develop specific ideas and activities that can support the development of social systems in a program. It is recommended to take Intro to the ECIPS prior to taking this course.

Learning Objectives

Throughout this training, participants will:

- Describe the purpose and structure of the ECIPs
- Identify indicators of the Social Systems domain in current classroom and indicate how these can be embedded into daily routines and activities
- Develop an action plan that includes at least one new strategy for integrating the social systems domain into the classroom or program setting

Session Outline

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
A	15 minutes	Welcome/Introductions Objectives Review	Large Group Discussion	
B	30 minutes	Purpose of the ECIPs	Mini-Lecture Large Group Activity	1
C	15 minutes	Overview of Social Systems	Mini-Lecture Large Group Discussion	1
D	45 minutes	Practice and Application	Small Group Activity	2 & 3

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
E	15 minutes	Objectives Review/Closing	Individual Reflection	
	Total Time: 2 hours			

The 8 Domains of the ECIPS

Domain	Components
Approaches to Learning	Curiosity and Inquisitiveness, Attentiveness, Imagination, Processing and Using Information
The Arts	Exploring the Arts, Using the Arts to Express ideas and Emotions
Language, Literacy, and Communication	Receptive Language (Listening and Understanding), Expressive Language (Communicating and Speaking), Emergent Reading, Writing
Mathematics	Number Knowledge, Measurement, Patterns, Geometry and Spatial Thinking, Data Analysis
Physical and Movement Development	Gross Motor, Fine Motor and Self-Care
Scientific Thinking and Exploring	Explore, Discover, Explain
Social & Emotional Development	Self and Emotional Awareness, Self-Regulation, Social Understanding and Relationships
Social Systems	Self-Identity, Family, and Community, Concept of Time, Environment, Geography, and Our Role in Society, Economics: Wants, Needs, and Choices, Technology

Components of the Social Systems Domain

- Self-Identity, Family and Community - This component is all about children understanding themselves, their families, and the communities they belong to. It also includes learning how to be part of a group through routines, helping, and following rules.

- Concept of Time - Young children experience time through routines, stories, and memories. They begin building an understanding of before and after, family history, and their cultural traditions.
- Environment, Geography, and Our Role in Society - Children learn that the environment matters, people live in different kinds of places, and everyone has a role in caring for the world around them.
- Wants, Needs and Choices - This component helps children recognize what they need versus what they want, and how choices work in everyday life—like taking turns, trading items, or deciding which materials to use.
- Technology - Technology is part of children’s world. This component focuses on using digital and non-digital tools with guidance, understanding simple functions, and learning safe and healthy technology habits.

Strategy or Activity for each component

- Self-Identity, Family and Community
- Concept of Time
- Environment, Geography, and Our Role in Society
- Economics: Wants, Needs and Choices
- Technology

Resources

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2028 version
- <https://dcyf.mn.gov/sites/default/files/2025-08/els-ecips-2028.pdf>