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**COR Advantage 1.5** — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Montana. This document shows you how COR Advantage aligns with Montana’s standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



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# Alignment of the 2009 Montana Early Learning Guidelines for Infants and Toddlers With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Montana Early Learning Guidelines for Infants and Toddlers** correspond to items from HighScope’s 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



## Montana Early Learning Guidelines

## COR Advantage Items

<i>Physical Development</i>		
<b>Guideline 1: Sensory Learning</b> Infants and toddlers use their senses to explore their environment through sight, smell, sound, taste, and touch.		
<b>Birth - 8 Months</b>		M. Listening and comprehension T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions
<b>6 - 18 Months</b>		A. Initiative and planning M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions
<b>16 - 36 Months</b>		A. Initiative and planning J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions
<b>Guideline 2: Health &amp; Physical Well-Being</b> Infants and toddlers demonstrate healthy behaviors that contribute to life-long well-being.		
<b>Birth - 8 Months</b>		A. Initiative and planning E. Building relationships with adults K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness
<b>6 - 18 Months</b>		I. Gross-motor skills K. Personal care and healthy behavior M. Listening and comprehension
<b>16 - 36 Months</b>		I. Gross-motor skills K. Personal care and healthy behavior
<b>Guideline 3: Large Muscle (Gross Motor)</b> Infants and toddlers demonstrate large muscle strength and coordination, and skills to move and interact with the environment.		
<b>Birth - 8 Months</b>		I. Gross-motor skills
<b>6 - 18 Months</b>		I. Gross-motor skills
<b>16 - 36 Months</b>		I. Gross-motor skills

**Montana Early Learning Guidelines**

**COR Advantage Items**

<b><i>Physical Development CONT</i></b>	
<b>Guideline 4: Small Muscle (Fine Motor)</b>	
<p>Infants and toddlers demonstrate small muscle strength, coordination, and skills for exploration and interaction with objects in the environment.</p>	
<b>Birth - 8 Months</b>	J. Fine-motor skills
<b>6 - 18 Months</b>	J. Fine-motor skills
<b>16 - 36 Months</b>	J. Fine-motor skills

## Montana Early Learning Guidelines

## COR Advantage Items

<b>Emotional Development</b>	
<p><b>Guideline 1: Attachment Relationships</b></p> <p>Infants and toddlers show trust, a sense of security, and an emotional bond in relationships with familiar adults who consistently meet their needs.</p>	
<b>Birth - 8 Months</b>	<ul style="list-style-type: none"> <li>D. Emotions</li> <li>E. Building relationships with adults</li> </ul>
<b>6 - 18 Months</b>	<ul style="list-style-type: none"> <li>D. Emotions</li> <li>E. Building relationships with adults</li> </ul>
<b>16 - 36 Months</b>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>FF. Knowledge of self and others</li> </ul>
<b>Guideline 2: Temperament</b>	
<p>Infants and toddlers demonstrate unique personality traits that are identifiable and consistent across time (temperament).</p>	
<b>Birth - 8 Months</b>	<ul style="list-style-type: none"> <li>D. Emotions</li> </ul>
<b>6 - 18 Months</b>	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>D. Emotions</li> </ul>
<b>16 - 36 Months</b>	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>D. Emotions</li> <li>H. Conflict resolution</li> </ul>
<b>Guideline 3: Sense of Self</b>	
<p>Infants and toddlers show an awareness and appreciation of self as a unique and capable individual.</p>	
<b>Birth - 8 Months</b>	<ul style="list-style-type: none"> <li>FF. Knowledge of self and others</li> </ul>
<b>6 - 18 Months</b>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>K. Personal care and healthy behavior</li> <li>FF. Knowledge of self and others</li> </ul>
<b>16 - 36 Months</b>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>K. Personal care and healthy behavior</li> <li>P. Reading</li> <li>AA. Pretend play</li> <li>FF. Knowledge of self and others</li> </ul>

**Montana Early Learning Guidelines**

**COR Advantage Items**

<b>Emotional Development CONT</b>	
<p><b>Guideline 4: Self Regulations</b></p> <p>Infants and toddlers manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.</p>	
<p><b>Birth - 8 Months</b></p>	<p>G. Community K. Personal care and healthy behavior</p>
<p><b>6 - 18 Months</b></p>	<p>D. Emotions E. Building relationships with adults G. Community</p>
<p><b>16 - 36 Months</b></p>	<p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior</p>
<p><b>Guideline 5: Expression of Emotion</b></p> <p>Infants and toddlers express a range of feelings through facial expressions, gestures, and sounds.</p>	
<p><b>Birth - 8 Months</b></p>	<p>D. Emotions</p>
<p><b>6 - 18 Months</b></p>	<p>D. Emotions</p>
<p><b>16 - 36 Months</b></p>	<p>D. Emotions</p>

## Montana Early Learning Guidelines

## COR Advantage Items

<b>Social Development</b>	
<p><b>Guideline 1: Attachment Relationships</b></p> <p>Infants and toddlers show trust, a sense of security, and an emotional bond in relationships with familiar adults who consistently meet their needs.</p>	
<p><b>Birth - 8 Months</b></p>	<p>D. Emotions E. Building relationships with adults</p>
<p><b>6 - 18 Months</b></p>	<p>D. Emotions E. Building relationships with adults</p>
<p><b>16 - 36 Months</b></p>	<p>E. Building relationships with adults</p>
<p><b>Guideline 2: Adult Interaction</b></p> <p>Infants and toddlers interact comfortably with familiar adults and seek assistance when needed.</p>	
<p><b>Birth - 8 Months</b></p>	<p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior</p>
<p><b>6 - 18 Months</b></p>	<p>D. Emotions E. Building relationships with adults</p>
<p><b>16 - 36 Months</b></p>	<p>E. Building relationships with adults M. Listening and comprehension AA. Pretend play</p>
<p><b>Guideline 3: Peer Interaction</b></p> <p>Infants and toddlers show interest in other infants or toddlers and begin to interact with peers.</p>	
<p><b>Birth - 8 Months</b></p>	<p>D. Emotions F. Building relationships with other children L. Speaking</p>
<p><b>6 - 18 Months</b></p>	<p>F. Building relationships with other children</p>
<p><b>16 - 36 Months</b></p>	<p>F. Building relationships with other children</p>

**Montana Early Learning Guidelines**

**COR Advantage Items**

<b><i>Social Development CONT</i></b>	
<b>Guideline 4: Feeling of Others</b>	
<p>Infants and toddlers respond to others' feelings, and recognize the effects of their own behavior on others.</p>	
<b>Birth - 8 Months</b>	D. Emotions
<b>6 - 18 Months</b>	D. Emotions
<b>16 - 36 Months</b>	D. Emotions
<b>Guideline 5: Social Identity</b>	
<p>Infants and toddlers recognize similarities and differences between self and others.</p>	
<b>Birth - 8 Months</b>	D. Emotions E. Building relationships with adults M. Listening and comprehension
<b>6 - 18 Months</b>	A. Initiative and planning E. Building relationships with adults G. Community K. Personal care and healthy behavior
<b>16 - 36 Months</b>	E. Building relationships with adults FF. Knowledge of self and others



## Montana Early Learning Guidelines

## COR Advantage Items

<b>Communication &amp; Language Development</b>	
<b>Guideline 1: Social Communication</b> Infants and toddlers interact and communicate with others in appropriate ways for themselves, their families, and their communities.	
<b>Birth - 8 Months</b>	E. Building relationships with adults M. Listening and comprehension
<b>6 - 18 Months</b>	E. Building relationships with adults F. Building relationships with other children L. Speaking
<b>16 - 36 Months</b>	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
<b>Guideline 2: Listening &amp; Understanding (Receptive Language)</b> Infants and toddlers use listening and observation skills to make sense and respond to language and other forms of communication.	
<b>Birth - 8 Months</b>	D. Emotions M. Listening and comprehension N. Phonological awareness
<b>6 - 18 Months</b>	L. Speaking M. Listening and comprehension
<b>16 - 36 Months</b>	D. Emotions L. Speaking M. Listening and comprehension
<b>Guideline 3: Speaking &amp; Communication (Expressive Language)</b> Infants and toddlers use sounds, facial expressions, gestures, and eventually, signs or words to communicate wants, needs, and feelings.	
<b>Birth - 8 Months</b>	D. Emotions K. Personal care and healthy behavior L. Speaking
<b>6 - 18 Months</b>	L. Speaking
<b>16 - 36 Months</b>	L. Speaking N. Phonological awareness

**Montana Early Learning Guidelines**

**COR Advantage Items**

<b>Communication &amp; Language Development CONT</b>	
<b>Guideline 4: Early Literacy &amp; Emerging Reading</b>	
<p>Infants and toddlers demonstrate the beginning understanding of the symbols, sounds and rhythms of language.</p>	
<b>Birth - 8 Months</b>	<ul style="list-style-type: none"> <li>D. Emotions</li> <li>P. Reading</li> <li>Q. Book enjoyment and knowledge</li> <li>Z. Movement</li> </ul>
<b>6 - 18 Months</b>	<ul style="list-style-type: none"> <li>P. Reading</li> <li>Q. Book enjoyment and knowledge</li> <li>Y. Music</li> </ul>
<b>16 - 36 Months</b>	<ul style="list-style-type: none"> <li>N. Phonological awareness</li> <li>P. Reading</li> <li>Q. Book enjoyment and knowledge</li> </ul>
<b>Guideline 5: Early Literacy &amp; Emerging Writing</b>	
<p>Infants and toddlers demonstrate interest in symbols as a form of meaningful communication.</p>	
<b>Birth - 8 Months</b>	<ul style="list-style-type: none"> <li>J. Fine-motor skills</li> </ul>
<b>6 - 18 Months</b>	<ul style="list-style-type: none"> <li>J. Fine-motor skills</li> <li>P. Reading</li> <li>R. Writing</li> <li>X. Art</li> </ul>
<b>16 - 36 Months</b>	<ul style="list-style-type: none"> <li>P. Reading</li> <li>R. Writing</li> <li>X. Art</li> </ul>

## Montana Early Learning Guidelines

## COR Advantage Items

<b>Thinking Skills &amp; Cognitive Development</b>	
<p><b>Guideline 1: Approach to Learning</b></p> <p>Infants and toddlers demonstrate curiosity and develop an understanding of basic concepts and relationships through playful, purposeful exploration and discovery.</p>	
<p><b>Birth - 8 Months</b></p>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>L. Speaking</li> <li>AA. Pretend play</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>6 - 18 Months</b></p>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>E. Building relationships with adults</li> <li>AA. Pretend play</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>16 - 36 Months</b></p>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>L. Speaking</li> <li>AA. Pretend play</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>Guideline 2: Application of Knowledge</b></p> <p>Infants and toddlers apply emerging knowledge and understanding of prior experiences to new situations.</p>	
<p><b>Birth - 8 Months</b></p>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>G. Community</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>6 - 18 Months</b></p>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>E. Building relationships with adults</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> <li>GG. Geography</li> </ul>
<p><b>16 - 36 Months</b></p>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>FF. Knowledge of self and others</li> </ul>

**Montana Early Learning Guidelines**

**COR Advantage Items**

<b><i>Thinking Skills &amp; Cognitive Development CONT</i></b>	
<p><b>Guideline 3: Problem Solving</b></p> <p>Infants and toddlers develop strategies for solving problems through focus, persistence, reasoning, and creativity.</p> <p><b>Birth - 8 Months</b></p>	<p>K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>6 - 18 Months</b></p>	<p>B. Problem solving with materials G. Community CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>16 - 36 Months</b></p>	<p>A. Initiative and planning B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>

# **Alignment of the 2004 Montana Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2004 **Montana Early Learning Guidelines** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



## Montana's Early Learning Guidelines

## COR Advantage Items

<b>Creative Arts</b>	
<p><b>Guideline 1: Art Appreciation</b> Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.</p>	X. Art
<p><b>Guideline 2: Art Production</b> Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.</p>	X. Art
<p><b>Guideline 3: Art Elements</b> Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.</p>	X. Art
<p><b>Guideline 4: Music Appreciation</b> Children show enjoyment of music through facial expressions, vocalizations, and various movements.</p>	Y. Music Z. Movement
<p><b>Guideline 5: Music Production</b> Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.</p>	Y. Music Z. Movement
<p><b>Guideline 6: Music Elements</b> Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).</p>	Y. Music
<p><b>Guideline 7: Drama Appreciation</b> Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.</p>	AA. Pretend play
<p><b>Guideline 8: Drama Production</b> Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.</p>	AA. Pretend play
<p><b>Guideline 9: Drama Elements</b> Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.</p>	AA. Pretend play

## Montana's Early Learning Guidelines

## COR Advantage Items

<i>Language and Literacy</i>	
<p><b>Guideline 1: Receptive Language</b>            Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.</p>	M. Listening and comprehension
<p><b>Guideline 2: Expressive Language</b>            Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.</p>	L. Speaking
<p><b>Guideline 3: Phonological Awareness</b>            Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.</p>	N. Phonological awareness
<p><b>Guideline 4: Print Awareness</b>            Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).</p>	O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge
<p><b>Guideline 5: Print Development</b>            Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.</p>	R. Writing

<i>Mathematics and Numeracy</i>	
<p><b>Guideline 1: Numeracy Relationships</b>                      Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).</p>	S. Number and counting
<p><b>Guideline 2: Classification and Comparison</b>                      Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.</p>	S. Number and counting BB. Observing and classifying
<p><b>Guideline 3: Pattern Recognition and Reproduction</b>                      Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.</p>	V. Patterns
<p><b>Guideline 4: Geometric Shapes and Directional Words</b>                      Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.</p>	T. Geometry: Shapes and spatial awareness
<p><b>Guideline 5: Measurement Relationships</b>                      Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement.</p>	U. Measurement
<p><b>Guideline 6: Problem Solving</b>                      Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.</p>	B. Problem solving with materials W. Data analysis CC. Experimenting, predicting, and drawing conclusions



## Montana's Early Learning Guidelines

## COR Advantage Items

<i>Physical Development and Health</i>	
<p><b>Guideline 1: Gross/Fine Motor and Sensory Development</b></p> <p>Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Guideline 3: Self-Expression in Motor and Sensory Experiences</b></p> <p>Young children seek out and participate in challenging physical activities, including sensory experiences that support their growth in self-expression and social interactions with others.</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Guideline 4: Personal Health and Safety Practices</b></p> <p>While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Guideline 5: Respect for Differences</b></p> <p>Young children begin to demonstrate an understanding and respect for differences among people during physical activities.</p>	<p>FF. Knowledge of self and others</p>

## Montana's Early Learning Guidelines

## COR Advantage Items

<i>Science</i>	
<p><b>Guideline 1: Formulation of Questions</b> Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.</p> <p><b>Guideline 2: Prediction</b> Children will learn to predict answers and form hypotheses, the second step in the scientific method.</p> <p><b>Guideline 3: Experimentation</b> Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.</p> <p><b>Guideline 4: Observation and Recording</b> Children will learn to observe and record findings, the fourth step in the scientific method.</p> <p><b>Guideline 5: Formation of Conclusions</b> Children will learn to form conclusions, the fifth step in the scientific method.</p> <p><b>Guideline 6: Communication of Results</b> Children will learn to communicate final results, the sixth step in the scientific method.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p>

## Montana's Early Learning Guidelines

## COR Advantage Items

<i>Social-Emotional Development</i>	
<p><b>Guideline 1: Sense of Self</b></p> <p>Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.</p>	FF. Knowledge of self and others
<p><b>Guideline 2: Self-Regulation</b></p> <p>Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control.</p>	D. Emotions G. Community
<p><b>Guideline 3: A Caring Community</b></p> <p>Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.</p>	E. Building relationships with adults F. Building relationships with other children
<p><b>Guideline 4: A Pro-Social Environment</b></p> <p>Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.</p>	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children G. Community

<b>Social Studies</b>	
<p><b>Guideline 1: Awareness of Time</b>                      Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine.</p>	<p>HH. History</p>
<p><b>Guideline 2: Roles, Rights, and Responsibilities</b>                      Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.</p>	<p>A. Initiative and planning                      D. Emotions                      K. Personal care and healthy behavior</p>
<p><b>Guideline 3: Places, Regions, and Spatial Awareness</b>                      Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.</p>	<p>K. Personal care and healthy behavior                      T. Geometry: Shapes and spatial awareness                      GG. Geography</p>
<p><b>Guideline 4: The Physical World</b>                      As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.</p>	<p>DD. Natural and physical world</p>
<p><b>Guideline 5: Recognition of Diversity</b>                      Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Guideline 6: Community Awareness</b>                      Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.</p>	<p>FF. Knowledge of self and others</p>