

COG: SCI 4: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

**Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)	Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; <i>and</i> Demonstrates knowledge of the relationship between what living things need to survive and where they live	Demonstrates knowledge of patterns that can be predicted in living things (e.g., life cycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)
Possible Examples					
<ul style="list-style-type: none"> ► Touches wet ground and communicates, "Muddy." ► Communicates that a worm is long and wiggly. ► Identifies different animal sounds when visiting a zoo or farm. 	<ul style="list-style-type: none"> ► Communicates, "My puppy likes to eat a lot because he's growing and getting bigger." ► Observes that the water is below the roots in a sweet-potato jar and adds more water. ► Wants to know who will feed the fish over the weekend. 	<ul style="list-style-type: none"> ► Communicates, "The clouds are moving so fast. They cover the sun and then I can't see it." ► Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges. ► Communicates, "You find worms in the dirt and bees on the flowers." 	<ul style="list-style-type: none"> ► Communicates, "It needs lettuce to grow. All animals need food," after reading a book about a rabbit. ► Comments, while sorting through a collection of rocks and shells, "Animals live in shells, but not in rocks." ► Communicates, "Fish can breathe underwater, but we have to hold our breath." ► Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better. 	<ul style="list-style-type: none"> ► Communicates, "I saw cactus in the desert. Cactus don't need a lot of water so they can live in the desert." ► Communicates, "Plants need water and light to live," during a discussion about what to include in building a terrarium. ► Communicates, "It is important to keep our home warm so that we don't freeze and die in the winter." ► Communicates, "Because fish live under water, they need gills to breathe." 	<ul style="list-style-type: none"> ► Points to drawings that show the stages of growth of a sunflower seed, and explains, "The seed sprouted, then the plant grew, then the flowers grew, and now we have seeds again." ► Shows a book about the life cycle of frogs to a peer, and communicates, "The eggs became tadpoles, and then the tadpoles grew into frogs." ► Observes the sky and communicates, "The sun is always in the front yard in the morning and in the back yard in the afternoon."

- Child is emerging to the next developmental level
 ○ Unable to rate this measure due to extended absence