<table>
<thead>
<tr>
<th>Academic Benchmark</th>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Systems</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 11.A.S.1.1 Students identify activities taking place in an organism related to metabolic activities in cells. | - Identify when a system is not functioning properly (e.g., when an individual cannot see or hear).  
- Explain the stages of human aging/maturation (birth, infancy, early childhood, adolescence, adulthood, death). |
| 11.A.S.1.2. Students demonstrate the connections between natural selection and survival. | - Identify variations of offspring within the same species.  
- Recognize and identify differences in appearance within a species.  
- Understand adaptations of organisms  
- Identify features of a particular organism that enable it to survive in its habitat.  
- Observe and classify behavioral and seasonal adaptations of living things.  
- Demonstrate an understanding that living things respond to their environment (e.g., if a person touches a hot object, he/she quickly removes hand.). |
| 11.A.S.1.3. Students demonstrate the inter-relationships of organisms and the ecosystem (including the ecosystem concept and competition for resources). | - Describe how organisms are dependent upon each other and upon their nonliving environment (e.g., food chain, ecosystem).  
- Recognize and identify how a change in the environment can affect everything living in the environment (e.g., drought/fire – when plants die, animals do not have food).  
- Demonstrate an understanding that when an area becomes overpopulated, natural resources become less available. |
| **Earth and Space Systems** |                |
| 11.A.S.1.4. Students describe a model of Earth as a closed system. | - Identify features and weather patterns associated with catastrophic events (e.g., blizzard, tornado, flood, etc.).  
- Using a simple tool (e.g., thermometer, weather vane, rain gauge) to make quantitative observations about the weather |
| 11.A.S.1.5. Students recognize the time scale involved in the gradual changes which occur during planetary evolution. | - Demonstrate an understanding that the surface of the Earth gradually changes by different processes and/or natural events (e.g., earthquakes, volcanoes, floods, erosion, etc.).  
- Demonstrate an understanding that fossils provide evidence of Earth’s history. |
### Academic Science Benchmarks and Science Topics Chart

#### Grades 9 - 12  
**CONCEPTS AND PROCESSES**

<table>
<thead>
<tr>
<th>Academic Benchmark</th>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Systems</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 11.A.S.1.6 Students distinguish between chemical and physical changes. | - Demonstrate an understanding that combining two or more materials may result in a product that has different properties than the original materials.  
- Demonstrate an understanding that temperature is described by degrees (Fahrenheit, Celsius).  
- Demonstrate an understanding that volume is described by volume terms (e.g., teaspoon, tablespoon, cup, liter).  
- Demonstrate an understanding that there are appropriate units for measuring and describing mass (e.g., pounds and grams).  
- Demonstrate an understanding of conservation of mass/volume (e.g., a piece of paper is the same mass when flat or when crumpled up; a cup of water is the same volume whether in an 8 oz. cup or in a 16 oz. glass). |
| 11.A.S.1.7 Students describe an object in motion in terms of distance and time. | - Demonstrate an understanding that a change in force will cause a change in speed and/or direction of the object.  
- Identify objects that need energy to function (e.g., cars need gas to go).  
- Describe ways in which objects get energy (e.g., changing the batteries in a CD player).  
- Describe transformation of forms of energy in terms of motion (e.g., fast, slow). |

#### Grades 9 - 12  
**SCIENCE AS INQUIRY**

<table>
<thead>
<tr>
<th>Academic Benchmark</th>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.E.S.2.1 Students use science reference materials to answer science questions and present findings.</td>
<td>- Identify resources to gain additional scientific information (e.g., web, encyclopedia, telephone book).</td>
</tr>
</tbody>
</table>
| 11.E.S.2.2.a Students ask questions about objects, organisms, or events in the environment. | - Pose a testable question (e.g., What makes ice melt, heat or cold?).  
- Ask questions to gain information (e.g., Are all leaves the same shape?).  
- Pose informational questions (e.g., who, what, when, where, why, how). |
<table>
<thead>
<tr>
<th>Academic Benchmark</th>
<th>Possible Topics</th>
</tr>
</thead>
</table>
| **11.E.S.2.2.b**  Students collect, organize and compare data related to a scientific question through measurement or observation given a science-based scenario using a teacher-provided graphic organizer. | - Use senses to make observations.  
- Collect information to answer a question  
- Indicate an awareness of collections within the environment (e.g., rocks, leaves, plants, animal families).  
- Identify appropriate objects to add to collections.  
- Identify ways to collect data (e.g., qualitative and quantitative methods).  
- Use a symbol to represent information/data.  
- Demonstrate ways to organize data.  
- Use appropriate tools for measurement (e.g., thermometer, scale, measuring cup).  
- Sort objects into categories and subcategories (e.g., living vs. nonliving).  
- Organize data to show patterns and trends (e.g., order, sequence).  
- Demonstrate an understanding that variations in data exist (e.g., differences in the height/eye color of classmates, variation in leaves).  
- Employ safe techniques for investigations.  
- Plan, set up and conduct a simple experiment (e.g., change just one thing at a time). |
| **11.E.S.2.2.c**  Students communicate results of an investigation and make connections to scientific concepts. | - Demonstrate an understanding of cause and effect in scientific events (e.g., when more water is added to a full glass, the extra water will spill out).  
- Provide a justification for how objects were classified into groups.  
- Determine if the prediction is based upon experience and knowledge.  
- Ask questions to get more information when needed.  
- Make an appropriate prediction based on observation/information.  
- Use data to construct explanation (graphs, pictures, etc.).  
- Describe data source for meaning (e.g., 10 shells, 5 rocks).  
- Determine if and how findings support or do not support the prediction.  
- Recognize and identify when patterns in data exist (e.g., indicate attributes or criteria for organizing data).  
- Recognize and identify when relationships in data exist (e.g., leaves are associated with trees).  
- Apply results to another situation. |
| **11.E.S.2.3**  Students identify safety symbols and the associated concept. | - Match fire extinguisher and fire exit to their locations in the classroom.  
- Recognize safety facts and symbols |
### Academic Science Benchmarks and Science Topics Chart

<table>
<thead>
<tr>
<th>Grades 9 - 12</th>
<th>HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Benchmark</strong></td>
<td><strong>Possible Topics</strong></td>
</tr>
</tbody>
</table>
| **11.E.S.3.1 Students identify how scientific information impacts personal decisions.** | - Demonstrate an understanding that technology is human-made.  
- Recognize and identify examples of practical technology (e.g., computers, printers, telephone, electronic games, and electric wheelchairs).  
- Identify ways that a problem/need can be solved/met through the use of technology.  
- Identify ways in which science and technology are related (e.g., electricity to turn on computer, thermometer to measure temperature, etc.).  
- Identify contributions of science and technology to quality of life (e.g., how a device, such as a wheelchair, has changed over time)  
- Recognize and identify benefits as well as risks of technological advances (e.g., cars benefit people to travel from one place to another. A risk from cars is air pollution or dirty air from the car’s exhaust.). |
| **11.E.S.3.2.a Students identify and perform a task associated with a local problem regarding limited natural resources.** | - Recognize and identify benefits as well as risks of technological advances (e.g., cars benefit people to travel from one place to another. A risk from cars is air pollution or dirty air from the car’s exhaust.).  
- Understand that humans affect their world through technology and science  
- Describe a technological intervention that would improve personal quality of life.  
- Understand that humans affect their world through technology and science |
| **11.E.S.3.2.b Students group science topics with careers in science.** | - Identify careers related to the science/technology fields.  
- Describe how different careers affect the world through science and technology (e.g., doctor takes care of body, mechanic fixes cars, meteorologist helps people to prepare for the weather, etc.). |
# Academic Science Benchmarks and Science Topics Chart

<table>
<thead>
<tr>
<th>Grades 5 - 8</th>
<th>CONCEPTS AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Benchmark</strong></td>
<td><strong>Possible Topics</strong></td>
</tr>
<tr>
<td><strong>Life Systems</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8.A.S.1.1 Students relate different organ systems with their specialized function.</strong></td>
<td>- Identify the observable parts of the body (e.g., eyes, mouth, legs, etc).&lt;br&gt;- Describe the functions of observable parts of the body (e.g, see, breath, eat, etc).&lt;br&gt;- Identify the main, internal parts of the body (e.g., lungs, hearts, bones).&lt;br&gt;- Describe functions of internal parts of the body (e.g., provide oxygen, pump blood).&lt;br&gt;- Understand that certain parts of the body make up a subsystem (e.g., blood, veins, arteries, heart make up the circulatory system).&lt;br&gt;- Identify basic needs of living things (e.g., air, food, water, shelter and space).&lt;br&gt;- Identify how living organisms attain basic needs (e.g., breathing, eating, drinking, reproducing).</td>
</tr>
<tr>
<td><strong>8.A.S.1.2 Students describe the traits offspring inherit from their parents.</strong></td>
<td>- Understand relationship between parents and offspring&lt;br&gt;- Recognize and identify similarities and differences between parents and offspring.&lt;br&gt;- Demonstrate an understanding that parents of one species give birth to offspring of the same species.&lt;br&gt;- Match offspring with parent(s).&lt;br&gt;- Recognize and identify the ways in which offspring are a composite of the parents (mother’s eye color, father’s hair texture).&lt;br&gt;- Recognize and identify characteristics that are inherited (passed down from parents).</td>
</tr>
<tr>
<td><strong>8.A.S.1.3 Students describe interconnectedness of diverse organisms within an ecosystem.</strong></td>
<td>- Describe the parts of a food chain.&lt;br&gt;- Demonstrate an understanding of the steps of a food chain (e.g., sun, producer, consumer).&lt;br&gt;- Demonstrate an understanding that the food chain is affected by changes to other living and nonliving things in the environment.&lt;br&gt;- Describe the parts of a food web.&lt;br&gt;- Demonstrate an understanding that the food web is affected by other living and non-living things in the environment.</td>
</tr>
<tr>
<td><strong>Earth and Space Systems</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8.A.S.1.4 Students describe Earth’s features in relation to other objects in the Solar System.</strong></td>
<td>- Recognize and identify differences in land forms and different surfaces (mountain, valley, river, etc).&lt;br&gt;- Match earth materials to land forms (e.g., sand to beaches, rocks to mountains, water to lakes and rivers).&lt;br&gt;- Identify natural events (erosion, floods, blizzards, volcanoes, etc.).&lt;br&gt;- Label objects in the sky that can be viewed unaided (e.g., birds, the Sun, the Moon, stars, clouds, plane).&lt;br&gt;- Identify the Sun, the Moon, and stars.&lt;br&gt;- Associate the Sun with daylight and stars with twilight/evening; identify the Sun as a source of heat and light.&lt;br&gt;- Demonstrate an understanding that objects in the sky have patterns of movement (e.g., the sun appears to move across the sky).&lt;br&gt;- Identify the moon’s appearance using quantitative labels (full moon, half moon, quarter moon).</td>
</tr>
</tbody>
</table>
### Academic Science Benchmarks and Science Topics Chart

#### Grades 5 - 8	CONCEPTS AND PROCESSES

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<thead>
<tr>
<th>Academic Benchmark</th>
<th>Possible Topics</th>
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</thead>
</table>
| **8.A.S.1.5 Students demonstrate processes which are evidence of the formation and development of the Earth.** | - Demonstrate an understanding that the surface of the Earth changes by different processes and/or natural events (e.g., earthquakes, volcanoes, floods, erosion, etc.).
- Demonstrate an understanding that fossils provide evidence of Earth’s history.
- Demonstrate an understanding that the Earth has been changed by catastrophes (e.g., volcanoes, earthquakes). |
| **8.A.S.1.6 Students identify physical characteristics of a substance.** | - Use senses to make observations about physical properties.
- Use simple descriptors such as color, odor, texture, size, shape, etc., to relate information about properties of living and nonliving matter.
- Describe temperature using labels such as hot/cold/warm/tepid.
- Describe volume using labels such as more/less/same.
- Describe mass using labels such as heavy/light.
- Identify homogenous mixtures from non-homogenous mixtures (e.g., salt water is a homogenous mixture and chocolate chip cookie batter is a heterogeneous mixture).
- Classify objects based on physical properties (e.g., textures, living vs. nonliving, type of object).
- Use appropriate tools for measurement (e.g., thermometer, scale, measuring cup).
- Demonstrate an understanding that temperature is described by degrees (Fahrenheit, Celsius).
- Demonstrate an understanding that volume is described by volume terms (e.g., teaspoon, tablespoon, cup, liter).
- Demonstrate an understanding that there are appropriate units for measuring and describing mass (e.g., pounds and grams).
- Demonstrate an understanding of conservation of mass/volume (e.g., a piece of paper is the same mass when flat or when crumpled up; a cup of water is the same volume whether in an 8 oz. cup or in a 16 oz. glass). |
| **8.A.S.1.7 Students demonstrate that pushing and pulling can change the position, direction, and motion of objects.** | - Describe transformation of forms of energy in terms of motion (e.g., fast, slow).
- Demonstrate an understanding that the position and motion of objects can be changed by pushing or pulling.
- Demonstrate an understanding that objects move as a result of force.
- Demonstrate an understanding that objects can move at different speeds based on the amount of force.
- Demonstrate an understanding that objects can move at different speeds.
- Demonstrate an understanding that objects can move at different speeds and directions based on the amount and type of force.
- Demonstrate an understanding that a change in force will cause a change in speed and/or direction of the object. |
<table>
<thead>
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<tbody>
<tr>
<td>8.E.S.2.1 Students use science reference materials to answer science questions and present findings.</td>
<td>- Identify resources to gain additional scientific information (e.g., web, encyclopedia, telephone book).</td>
</tr>
</tbody>
</table>
| 8.E.S.2.2.a Students ask questions about objects, organisms, or events in the environment. | - Ask questions for information based on observations  
- Pose a testable question (e.g., What makes ice melt, heat or cold?).  
- Ask questions to gain information (e.g., Are all leaves the same shape?).  
- Pose informational questions (e.g., who, what, when, where, why, how). |
| 8.E.S.2.2.b Students conduct simple investigations using simple technology and tools to collect and organize data. | - Use senses to make observations.  
- Collect information to answer a question  
- Indicate an awareness of collections within the environment (e.g., rocks, leaves, plants, animal families).  
- Identify appropriate objects to add to collections.  
- Identify ways to collect data (e.g., qualitative and quantitative methods).  
- Determine appropriate data to collect for a problem or situation.  
- Use a symbol to represent information/data.  
- Choose appropriate units of measurement.  
- Use appropriate tools for measurement (e.g., thermometer, scale, measuring cup).  
- Demonstrate ways to organize data.  
- Sort objects into categories and subcategories (e.g., living vs. nonliving).  
- Employ safe techniques for investigations.  
- Set up and conduct a simple experiment (e.g., change just one thing at a time). |
| 8.E.S.2.2.c Students communicate results of an investigation and match connections to daily life. | - Demonstrate an understanding of cause and effect in scientific events (e.g., when more water is added to a full glass, the extra water will spill out).  
- Ask questions to get more information when needed.  
- Use data to construct explanation (graphs, pictures, etc.).  
- Describe data source for meaning (e.g., 10 shells, 5 rocks).  
- Determine if and how findings support or do not support the prediction.  
- Explain how the data support findings.  
- Provide a justification for how objects were classified into groups.  
- Recognize and identify when relationships in data exist (e.g., leaves are associated with trees).  
- Demonstrate an understanding that variations in data exist (e.g., differences in the height/eye color of classmates, variation in leaves).  
- Explain the patterns and relationships in the data. |
### Academic Science Benchmarks and Science Topics Chart

#### Grades 5 - 8  
**SCIENCE AS INQUIRY**

<table>
<thead>
<tr>
<th>Academic Benchmark</th>
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</tr>
</thead>
</table>
| 8.E.S.2.3 Students identify safety symbols and the associated concept. | - Match fire extinguisher and fire exit to their locations in the classroom.  
- Match a poison hazard symbol to the term or concept of poison. |

#### Grades 5 - 8  
**HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS**

<table>
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<tr>
<th>Academic Benchmark</th>
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</tr>
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</table>
| 8.E.S.3.1 Students identify scientific information related to a task associated with a healthy lifestyle choice. | - Demonstrate an understanding of how environmental conditions and personal decisions can affect parts of the body (e.g., allergies, smoking, food quality, etc.).  
- Describe skills associated with personal health  
- Demonstrate knowledge of safety, avoiding injury (i.e., poisons, and dangerous situations)  
- Identify common illnesses and ways to keep healthy (e.g., washing hands) |
| 8.E.S.3.2.a Students identify and perform a task associated with a local problem regarding natural resources. | - Recognize and identify benefits as well as risks of technological advances (e.g., cars benefit people to travel from one place to another. A risk from cars is air pollution or dirty air from the car’s exhaust.).  
- Understand that humans affect their world through technology and science |
| 8.E.S.3.2.b Students group science topics with careers in science. | - Identify careers related to the science/technology fields.  
- Describe how different careers affect the world through science and technology (e.g., doctor takes care of body, mechanic fixes cars, meteorologist helps people to prepare for the weather, etc.). |
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<tbody>
<tr>
<td><strong>Life Systems</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 4.E.S.1.1 Students demonstrate which features of living organisms serve specific functions. | - Describe the human life cycle, including the concept of aging, sickness, health, change.  
- Identify the observable parts of the body (e.g., eyes, mouth, legs, etc).  
- Describe the functions of observable parts of the body (e.g., see, breath, eat, etc).  
- Identify when a system is not functioning properly (e.g., when an individual cannot see or hear). |
| 4.E.S.1.2 Students describe how plants and animals resemble their parents. | - Recognize and identify similarities and differences between parents and offspring.  
- Demonstrate an understanding that parents of one species give birth to offspring of the same species.  
- Match offspring with parent(s). |
| 4.E.S.1.3 Students demonstrate which features of living organisms serve specific functions in survival within different habitats. | - Recognize and identify how organisms are affected by other living and nonliving things in the environment.  
- Identify features of a particular organism that enable it to survive in its habitat.  
- Distinguish between living and nonliving matter (e.g., leaves vs. rocks).  
- Describe characteristics of living matter (including reproduction, movement, growth, response to environment).  
- Describe characteristics of nonliving matter (including lack of reproduction, lack of movement, lack of growth, lack of response to environment). |
| 4.E.S.1.4 Students describe and compare observable characteristics of water, air, rocks, and soil. | - Use appropriate qualitative labels to describe properties of earth materials (wet, hard, rough, dry, smooth).  
- Distinguish among earth materials (soil, water, sand, rock).  
- Recognize and identify differences in rocks (e.g., color, texture, composition).  
- Recognize and identify differences in land forms and different surfaces (mountain, valley, river, etc).  
- Match earth materials to land forms (e.g., sand to beaches, rocks to mountains, water to lakes and rivers). |
| 4.E.S.1.5 Students describe gradual changes to the earth’s surface. | - Identify natural events (erosion, floods, blizzards, volcanoes, etc.).  
- Demonstrate an understanding that the surface of the earth changes by different processes and/or natural events (e.g., earthquakes, volcanoes, floods, erosion, etc.).  
- Demonstrate an understanding that the Earth has been changed by catastrophes (e.g., volcanoes, earthquakes).  
- Demonstrate an awareness of changes in weather/temperature.  
- Identify types of weather.  
- Use simple qualitative labels to indicate weather properties (e.g., hot, cold, wet).  
- Indicate an understanding of the seasons.  
  - Label seasons.  
  - Identify types of weather related to a season. |
| **Earth and Space Systems** | |
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### Grades K - 4 CONCEPTS AND PROCESSES

<table>
<thead>
<tr>
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<th>Possible Topics</th>
</tr>
</thead>
</table>
| 4.E.S.1.6 Students demonstrate that heating or cooling can change water between a solid or liquid by measuring and recording different observable physical properties. | - Demonstrate an understanding that when heat is introduced, changes in matter take place (e.g., solid to a liquid; liquid to a gas).  
- Identify natural sources of water (e.g., lake, river, ocean).  
- Identify the uses of water (e.g., bathing, drinking, cooking, toilet flushing, washing clothes, growing plants, recreation, etc.).  
- Associate snow, ice, hail, etc., with water.  
- Recognize and identify states of water (solid, liquid, gas)  
- Identify where water is found on the earth (e.g., ground water, rivers, lakes, springs, oceans)  
- Demonstrate an understanding that water flows downward.  
- Classify objects based on states of matter (e.g., ice vs. boiling water). |
| 4.E.S.1.7 Students demonstrate that pushing or pulling can change the position of objects. | - Demonstrate an understanding that the position and motion of objects can be changed by pushing or pulling.  
- Demonstrate an understanding that objects move as a result of force.  
- Demonstrate an understanding that a change in force will cause a change in direction of the object. |

### Grades K - 4 SCIENCE AS INQUIRY

<table>
<thead>
<tr>
<th>Academic Benchmark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.E.S.2.1 Students use science reference materials to answer science questions and present findings.</td>
<td>- Identify resources to gain additional scientific information (e.g., web, encyclopedia, telephone book).</td>
</tr>
</tbody>
</table>
| 4.E.S.2.2.a Students ask questions about objects, organisms, or events in the environment. | - Ask questions for information based on observations  
- Pose a testable question (e.g., What makes ice melt, heat or cold?).  
- Ask questions to gain information (e.g., Are all leaves the same shape?).  
- Pose informational questions (e.g., who, what, when, where, why, how). |
# Academic Science Benchmarks and Science Topics Chart

## Grades K - 4  
### SCIENCE AS INQUIRY

<table>
<thead>
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</tr>
</thead>
</table>
| 4.E.S.2.2.b Students conduct simple investigations using simple equipment and tools to collect data. | - Use senses to make observations.  
- Collect information to answer a question  
- Indicate an awareness of collections within the environment (e.g., rocks, leaves, plants, animal families).  
- Identify appropriate objects to add to collections.  
- Employ safe techniques for investigations.  
- Choose appropriate tools for measurement (e.g., thermometer, scale, measuring cup). |
| 4.E.S.2.2.c Students use data to complete simple graphs, charts, diagrams, and/or models. | - Sort objects into categories and subcategories (e.g., living vs. nonliving).  
- Show a quantity.  
- Apply a number label to a quantity |
| 4.E.S.2.2.d Students communicate results of an investigation. | - Provide a justification for how objects were classified into groups.  
- Use data to construct explanation (graphs, pictures, etc.).  
- Describe data source for meaning (e.g., 10 shells, 5 rocks). |
| 4.E.S.2.3 Students identify safety symbols and the associated concept. | - Name the danger when shown a symbol such as skull and crossbones.  
- Match safety symbols with warnings such fire, poison, etc. |

## Grades K - 4  
### HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS

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<thead>
<tr>
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</tr>
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</table>
| 4.E.S.3.1 Students demonstrate the sequence of events which link a technological advance to their environment. | - Discriminate between human-made and natural objects.  
- Demonstrate an understanding that technology is human-made.  
- Recognize and identify examples of practical technology (e.g., computers, printers, telephone, electronic games, and electric wheelchairs).  
- Understand that humans affect their world through technology and science  
- Recognize and identify scientific/technological inventions. |
| 4.E.S.3.2 Students identify and perform a task associated with a healthy lifestyle. | - Describe skills associated with personal health  
- Demonstrate knowledge of safety, avoiding injury (i.e., poisons, and dangerous situations)  
- Recognize good dental and personal hygiene practices  
- Name aspects of proper nutrition |