



# Brevard Public Schools Kindergarten Report Card Indicators Parent/Guardian Guide

<b>Performance Codes</b>			
<b>Performance Level 1</b>	<b>Performance Level 2</b>	<b>Performance Level 3</b>	<b>Performance Level 4</b>
<p><b>Does not meet expectations; shows <i>no growth</i> even with support</b></p> <p>The student does not demonstrate understanding of the concept(s) as expected for the nine-week period, even with <u>SUPPORT</u>* from the teacher.</p> <p>The student is receiving interventions, marked <b>below grade level</b> and most likely not on track for promotion.</p>	<p><b>Does not meet expectations; shows <i>growth</i> with additional support</b></p> <p>The student demonstrates only inconsistent or partial understanding of the concept(s) as expected for the nine-week period, even with <u>SUPPORT</u>* from the teacher.</p> <p>The student <i>may be marked below grade level</i> and may not be on track for promotion.</p>	<p><b>Meets and applies expectations with support</b></p> <p>The student demonstrates understanding of the concept(s) as expected for the nine-week period and is able to apply the knowledge consistently with <u>SUPPORT</u>* from the teacher.</p> <p>The student is <b>on grade level</b> for this academic skill area and on track for promotion.</p>	<p><b>Meets and applies expectations independently</b></p> <p>The student demonstrates understanding of the concept(s) as expected for the grading period and is able to apply this knowledge consistently and <u>INDEPENDENTLY</u>**.</p> <p>The student is considered <b>on or above grade level</b> in this academic skill area and on track for promotion.</p>
<p>* <u>SUPPORT</u>: The teacher differentiates the process or product and/or provides scaffolding to enable the student to achieve mastery of the benchmark(s). The teacher may need to provide step-by-step guidance, and/or a higher degree of individualized feedback in order for the student to demonstrate application of the concept(s).</p>			<p>** <u>INDEPENDENTLY</u>: The student demonstrates mastery and fluency of the benchmark(s) without prompting in individual, small, or whole group situations.</p>
<b>Whole Child Indicators</b>			
<b>Social/Emotional Development</b>	Indicates how well the student cooperates with, encourages, and participates with peers; transitions between events/environments; acknowledges responsibility for actions and learns from mistakes; cares for property and respects personal space; demonstrates verbal control; and identifies and responds appropriately to problems that arise.		
<b>Learning Behaviors</b>	Indicates how well the student completes tasks to his/her best ability in a timely manner; shows initiative; maintains focus in various settings; and consistently follows established rules, routines, and procedures.		
<b>Gross Motor Development and Ability</b>	Indicates how well the student demonstrates self-control and awareness of his/her environment; regulates large body movements; and sustains physical activity for an appropriate amount of time.		
<b>Fine Motor Development and Ability</b>	Indicates how well the student demonstrates strength and control of tools such as pencils (effective grip/controlled strokes), crayons, scissors, glue, keyboard, and mouse; manages clothing, hygiene, and feeding needs; and organizes belongings.		
<b>Communication Development and Ability</b>	Indicates how well the student listens respectfully to and understands peers and teachers; comprehends verbal directions; and communicates with others both academically and socially using complete sentences.		
<b>Academic Indicators</b>			
<b>Reading</b>	<p>Indicates how well the student demonstrates mastery of the following reading skills:</p> <p><b>Concepts of Print</b> – understands how print is organized and read; uppercase and lowercase letter recognition</p> <p><b>Phonological/Phonemic Awareness</b> – an awareness that spoken words are made up of sounds (syllables, rhymes, and individual sounds) and the ability to manipulate those sounds</p> <p><b>Phonics/Word Analysis</b> – letter sound identification; decodes (sounding out) to read words; automatic recognition of high frequency words</p> <p><b>Vocabulary</b> – understands and uses grade-level academic words to communicate effectively when listening, speaking, reading and writing</p> <p><b>Comprehension</b> – makes meaning when listening to or reading text</p>		
<b>Writing</b>	<p>Indicates how well the student demonstrates mastery of the following writing skills:</p> <p><b>Conventions</b> – writes letters legibly to represent consonant and short vowel sounds to spell words phonetically; writes complete sentences; capitalizes and uses punctuation (period, exclamation mark, question mark)</p> <p><b>Purpose</b> – develops, organizes, and shares ideas for a variety of purposes, including:</p> <ul style="list-style-type: none"> <li>• argumentative writing (expressing opinions)</li> <li>• expository writing (sharing factual information about a topic)</li> <li>• narrative writing (sharing events in chronological order)</li> </ul>		
<b>Mathematics</b>	<p>Indicates how well the student demonstrates active thinking strategies to solve mathematical problems by:</p> <p><b>Number and Operations</b> - representing, comparing and ordering whole numbers; joining and separating sets</p> <p><b>Geometry</b> – describing and composing shapes</p> <p><b>Measurement</b> – comparing and ordering objects directly or indirectly</p> <p><b>Algebraic Thinking</b> – developing thinking strategies that can be applied to other problem-solving situations</p>		
<b>Science</b>	<p>Indicates how well the student demonstrates knowledge of benchmarks through active participation; asks relevant questions; and connects academic vocabulary to science experiences.</p> <p>Science strands include: <b>Life, Physical, Earth/Space, and The Practice of Science.</b></p>		
<b>Social Studies</b>	<p>Indicates how well the student demonstrates knowledge of benchmarks through active participation; links new knowledge to everyday life; and connects academic vocabulary to social studies experiences.</p> <p>Social Studies strands include: <b>Civics and Government, History, Geography, and Economics.</b></p>		



# Brevard Public Schools Kindergarten Report Card Indicators\* Parent/Guardian Guide – First Nine Weeks

\*This guide provides an overview of student learning goals for each indicator during this marking period.

## Performance Codes

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<p><b>Does not meet expectations; shows no growth even with support*</b></p> <p>The student is receiving interventions, marked <b>below grade level</b> and most likely not on track for promotion.</p>	<p><b>Does not meet expectations; shows growth with additional support*</b></p> <p>The student <i>may be marked below grade level</i> and may not be on track for promotion.</p>	<p><b>Meets and applies expectations with support*</b></p> <p>The student is <b>on grade level</b> for this academic skill area and on track for promotion.</p>	<p><b>Meets and applies expectations independently**</b></p> <p>The student is considered <b>on or above grade level</b> in this academic skill area and on track for promotion.</p>
<p>* <b>SUPPORT</b>: The teacher differentiates the process or product and/or provides scaffolding to enable the student to achieve mastery of the benchmark(s). The teacher may need to provide step-by-step guidance, and/or a higher degree of individualized feedback in order for the student to demonstrate application of the concept(s).</p>			<p>** <b>INDEPENDENTLY</b>: The student demonstrates mastery and fluency of the benchmark(s) without prompting in individual, small, or whole group situations.</p>

## Academic Indicators

Reading	
<b>Concepts of Print</b>	The student: demonstrates understanding of how print is organized and read (tracks print left to right; distinguishes between a letter and a word; identifies front cover, back cover, and title page of a book); correctly identifies 15/26 uppercase and 15/26 lowercase letters.
<b>Phonological/Phonemic Awareness</b>	The student: recognizes and produces rhyming words; counts the number of syllables in a spoken word; identifies spoken words that begin with the same sound; identifies the beginning sound in a spoken word.
<b>Phonics/Word Analysis</b>	The student correctly identifies the sounds represented by 15 lowercase letters.
<b>Vocabulary</b>	The student: demonstrates understanding through speaking and writing of new words that have been specifically taught and discussed; asks and appropriately answers questions about unfamiliar words.
<b>Comprehension</b>	<p>The student demonstrates an understanding of written information that has been read aloud or read by the student by:</p> <ul style="list-style-type: none"> <li>answering questions or making predictions;</li> <li>explaining the roles of an author and illustrator;</li> <li>identifying rhyme in poetry;</li> <li>using titles, headings, and illustrations to make and confirm predictions;</li> <li>identifying and retelling the topic and multiple details; and</li> <li>identifying and explaining how descriptive words add meaning.</li> </ul>
<b>Instructional Reading Level</b>	A level will not be assigned. Teacher comment page will indicate student progress in foundational reading skills.
Writing	
<b>Conventions</b>	The student: begins to write words using some of the sounds they hear in those words; labels pictures with beginning sounds; writes using mostly lowercase letters and some capital letters; correctly writes 15 letters to represent dictated sounds.
<b>Purpose</b>	The student draws, dictates, and/or writes to explain factual information about a topic.
Mathematics	
<b>Number and Operations</b>	The student: counts to 10 by ones; identifies and writes numerals 0-10; understands that, when counting, the last number tells “how many” objects were counted; understands that the count remains the same regardless of the arrangement of the objects; counts to answer “how many?” questions for up to 10 objects in different configurations; compares two groups of objects using the words less than, equal to, or greater than; uses the words first, second, third, fourth, and fifth to identify the position of an object.
<b>Geometry</b>	Geometric reasoning* concepts are not formally taught or assessed during this marking period.
<b>Measurement</b>	The student sorts objects into categories.
<b>Algebraic Thinking</b>	Algebraic reasoning* concepts are not formally taught or assessed during this marking period.
**Students are instructed and engaged in mathematical content from other strands of the B.E.S.T. Standards for Mathematics during this marking period.	
Science	
	The student: demonstrates knowledge of Nature of Science and Physics standards through exploring, investigating, observing, recognizing, describing and creating; uses content specific vocabulary.
Social Studies	
	The student: demonstrates knowledge of American History and Civics and Government standards through listening to and retelling topic-related texts, participating in discussions, and comparing people, events and ideas; uses content specific vocabulary.



# Brevard Public Schools Kindergarten Report Card Indicators\* Parent/Guardian Guide – Second Nine Weeks

\*This guide provides an overview of student learning goals for each indicator during this marking period.

## Performance Codes

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<p><b>Does not meet expectations; shows no growth even with support*</b></p> <p>The student is receiving interventions, marked <b>below grade level</b> and most likely not on track for promotion.</p>	<p><b>Does not meet expectations; shows growth with additional support*</b></p> <p>The student <i>may be marked below grade level</i> and may not be on track for promotion.</p>	<p><b>Meets and applies expectations with support*</b></p> <p>The student is <b>on grade level</b> for this academic skill area and on track for promotion.</p>	<p><b>Meets and applies expectations independently**</b></p> <p>The student is considered <b>on or above grade level</b> in this academic skill area and on track for promotion.</p>
<p>* <b>SUPPORT:</b> The teacher differentiates the process or product and/or provides scaffolding to enable the student to achieve mastery of the benchmark(s). The teacher may need to provide step-by-step guidance, and/or a higher degree of individualized feedback in order for the student to demonstrate application of the concept(s).</p>			<p>** <b>INDEPENDENTLY:</b> The student demonstrates mastery and fluency of the benchmark(s) without prompting in individual, small, or whole group situations.</p>

## Academic Indicators

Reading	
<b>Concepts of Print</b>	The student: demonstrates understanding of how print is organized and read (follows print left to right and top to bottom on a page; distinguishes between a letter and a word; identifies front cover, back cover, and title page of a book); correctly identifies 22/26 uppercase and 22/26 lowercase letters; recognizes that in a text, meaning is conveyed by print and can be supported by images.
<b>Phonological/Phonemic Awareness</b>	The student: identifies and produces rhyming words; counts the number of syllables in a spoken word, separates and blends syllables in spoken words; identifies and produces spoken words that begin with the same sound; identifies the beginning and ending sounds in a spoken word; separates (segments) individual sounds in a spoken word; blends spoken sounds together to say a word.
<b>Phonics/Word Analysis</b>	The student: correctly identifies the sounds represented by 22 lowercase letters; reads instructed high frequency words without sounding them out; correctly reads 3-letter short vowel words containing instructed letters and sounds; reads a text containing words with instructed spelling patterns with at least 90% accuracy and 70% comprehension.
<b>Vocabulary</b>	The student: demonstrates understanding through speaking and writing of new words that have been specifically taught and discussed; asks and appropriately answers questions about unfamiliar words; identifies and sorts common words into basic categories.
<b>Comprehension</b>	<p>The student demonstrates an understanding of written information that has been read aloud or read by the student by:</p> <ul style="list-style-type: none"> <li>• answering questions or making predictions based on textual evidence;</li> <li>• orally describing the characters, setting, and important events in a story and using them to retell the story;</li> <li>• orally comparing similarities and differences in the experiences of characters in stories;</li> <li>• identifying rhyme in poetry;</li> <li>• using titles, headings, and illustrations to make and confirm predictions;</li> <li>• identifying and retelling the topic and multiple details; and</li> <li>• identifying and explaining how descriptive words add meaning.</li> </ul>
<b>Instructional Reading Level</b>	A level will not be assigned. Teacher comment page will indicate student progress in foundational reading skills.
Writing	
<b>Conventions</b>	The student: begins to write words using many of the sounds they hear in those words to share a message that can be somewhat deciphered by the reader; correctly writes 3-letter words containing short vowel sounds using instructed letters and sounds; begins to use capitalization and punctuation correctly.
<b>Purpose</b>	The student draws, dictates, and/or writes to: retell events in chronological order; express an opinion about a topic; explain factual information about a topic.
Mathematics	
<b>Number and Operations</b>	The student: counts to 20 by ones; identifies and writes numerals 0-10; recognizes and creates 0-10 with objects and visual representations; demonstrates understanding that addition is <i>putting together</i> and subtraction is <i>taking apart</i> ; compares two groups of objects using the words <i>less than</i> , <i>equal to</i> , or <i>greater than</i> ; uses the words <i>first</i> , <i>second</i> , <i>third</i> , <i>fourth</i> , and <i>fifth</i> to identify the position of an object.
<b>Geometry</b>	Geometric reasoning* concepts are not formally taught or assessed during this marking period.
<b>Measurement</b>	The student: sorts, classifies, compares and orders objects using the terms <i>less than</i> , <i>equal to</i> , or <i>greater than</i> ; represents the number of 0-10 objects in each category verbally, with a written numeral or with drawings.
<b>Algebraic Thinking</b>	The student: solves addition and subtraction real-world problems within 0-10 using objects, drawings, verbal explanations, or equations; explains why equations are true using the term <i>equal</i> .
*Students are instructed and engaged in mathematical content from other strands of the B.E.S.T. Standards for Mathematics during this marking period.	
Science	
	The student: demonstrates knowledge of Physics and Nature of Science benchmarks through exploring, observing, investigating, recognizing, describing and creating; uses content specific vocabulary.
Social Studies	
	The student: demonstrates knowledge of American History, Civics and Government, Economics, and Geography standards through listening to and retelling topic-related texts, participating in discussions, and comparing people, events and ideas; uses content specific vocabulary.



# Brevard Public Schools Kindergarten Report Card Indicators\* Parent/Guardian Guide – Third Nine Weeks

\*This guide provides an overview of student learning goals for each indicator during this marking period.

## Performance Codes

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<b>Does not meet expectations; shows no growth even with support*</b>	<b>Does not meet expectations; shows growth with additional support*</b>	<b>Meets and applies expectations with support*</b>	<b>Meets and applies expectations independently**</b>
The student is receiving interventions, marked <b>below grade level</b> and most likely not on track for promotion.	The student <i>may be marked below grade level</i> and may not be on track for promotion.	The student is <b>on grade level</b> for this academic skill area and on track for promotion.	The student is considered <b>on or above grade level</b> in this academic skill area and on track for promotion.
* <b>SUPPORT:</b> The teacher differentiates the process or product and/or provides scaffolding to enable the student to achieve mastery of the benchmark(s). The teacher may need to provide step-by-step guidance, and/or a higher degree of individualized feedback in order for the student to demonstrate application of the concept(s).			** <b>INDEPENDENTLY:</b> The student demonstrates mastery and fluency of the benchmark(s) without prompting in individual, small, or whole group situations.

## Academic Indicators

### Reading

<b>Concepts of Print</b>	The student: demonstrates understanding of how print is organized and read (follows print left to right and top to bottom on a page; distinguishes between a letter and a word; identifies front cover, back cover, and title page of a book); correctly identifies 25/26 uppercase and 25/26 lowercase letters; recognizes that in a text, meaning is conveyed by print and can be supported by images.
<b>Phonological/Phonemic Awareness</b>	The student: identifies and produces spoken words that begin with the same sound; identifies the beginning and ending sounds in a spoken word; separates (segments) individual sounds in a spoken word; blends spoken sounds together to say a word; adds or deletes the beginning sound in a spoken word to say a new word.
<b>Phonics/Word Analysis</b>	The student: correctly identifies 28/31 sounds (consonant sounds and long and short vowel sounds) represented by lowercase letters; reads instructed high frequency words without sounding them out; correctly reads 3-letter short vowel words containing instructed letters and sounds; reads a text containing words with instructed spelling patterns with at least 90% accuracy and 70% comprehension.
<b>Vocabulary</b>	The student: demonstrates understanding through speaking and writing of new words that have been specifically taught and discussed; asks and appropriately answers questions about unfamiliar words; identifies and sorts common words into basic categories.
<b>Comprehension</b>	The student demonstrates an understanding of written information that has been read aloud or read by the student by: <ul style="list-style-type: none"> <li>• answering questions or making predictions based on textual evidence;</li> <li>• orally describing the characters, setting, and important events in a story and using them to retell the story;</li> <li>• orally comparing similarities and differences in the experiences of characters in stories;</li> <li>• identifying rhyme in poetry;</li> <li>• using titles, headings, and illustrations to make and confirm predictions;</li> <li>• identifying and retelling the topic and multiple details; and</li> <li>• identifying and explaining how descriptive words add meaning.</li> </ul>
<b>Instructional Reading Level</b>	A level will not be assigned. Teacher comment page will indicate student progress in foundational reading skills.

### Writing

<b>Conventions</b>	The student: writes words using many of the sounds they hear in those words to share a message that can be deciphered by the reader; correctly writes 3-letter words containing short vowel sounds using instructed letters and sounds; begins to use capitalization and ending punctuation correctly when writing simple sentences.
<b>Purpose</b>	The student draws, dictates, and/or writes to: retell events in chronological order; express an opinion about a topic; explain factual information about a topic.

### Mathematics

<b>Number and Operations</b>	The student: counts to 20 by ones; identifies and writes numerals 0-20; recognizes and creates 0-20 with objects and visual representations; demonstrates understanding that addition is <i>putting together</i> and subtraction is <i>taking apart</i> ; compares two groups of objects using the words <i>less than</i> , <i>equal to</i> , or <i>greater than</i> ; represents the numbers 10-20 as a unit of 10 and a group of ones; adds and subtracts equations within a fact family.
<b>Geometry</b>	The student: names and describes two- and three-dimensional shapes (circle, square, triangle, rectangle, sphere, cube, cone, and cylinder); describes the relative positions of shapes.
<b>Measurement</b>	The student: sorts, classifies, compares and orders objects using the terms <i>less than</i> , <i>equal to</i> , or <i>greater than</i> ; represents the number of 0-10 objects in each category verbally, with a written numeral, or with drawings.
<b>Algebraic Thinking</b>	The student: solves addition and subtraction real-world problems within 0-10 using objects, drawings, verbal explanations, or equations; represents a number as the sum of two numbers; finds the number that makes 10 when added to a given number between 0-9; explains why equations are true using the term <i>equal</i> .

### Science

	The student: demonstrates knowledge of Earth & Space Science and Nature of Science benchmarks through exploring, observing, investigating, recognizing, describing and creating; uses content specific vocabulary.
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### Social Studies

	The student: demonstrates knowledge of American History, Civics and Government, and Geography standards through listening to and retelling topic-related texts, participating in discussions, and comparing people, events and ideas; uses content specific vocabulary.
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# Brevard Public Schools Kindergarten Report Card Indicators\* Parent/Guardian Guide – Fourth Nine Weeks

\*This guide provides an overview of student learning goals for each indicator during this marking period.

## Performance Codes

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<p><b>Does not meet expectations; shows <i>no growth</i> even with support*</b></p> <p>The student is receiving interventions, marked <b>below grade level</b> and most likely not on track for promotion.</p>	<p><b>Does not meet expectations; shows <i>growth</i> with additional support*</b></p> <p>The student <i>may be marked below grade level</i> and may not be on track for promotion.</p>	<p><b>Meets and applies expectations <i>with support</i>*</b></p> <p>The student is <b>on grade level</b> for this academic skill area and on track for promotion.</p>	<p><b>Meets and applies expectations <i>independently</i>**</b></p> <p>The student is considered <b>on or above grade level</b> in this academic skill area and on track for promotion.</p>
<p>* <b>SUPPORT:</b> The teacher differentiates the process or product and/or provides scaffolding to enable the student to achieve mastery of the benchmark(s). The teacher may need to provide step-by-step guidance, and/or a higher degree of individualized feedback in order for the student to demonstrate application of the concept(s).</p>			<p>** <b>INDEPENDENTLY:</b> The student demonstrates mastery and fluency of the benchmark(s) without prompting in individual, small, or whole group situations.</p>

## Academic Indicators

### Reading

<b>Concepts of Print</b>	The student: demonstrates understanding of how print is organized and read (follows print left to right and top to bottom on a page; distinguishes between a letter and a word; identifies front cover, back cover, and title page of a book; demonstrates one to one correspondence); correctly identifies 26/26 uppercase and 26/26 lowercase letters; recognizes that in a text, meaning is conveyed by print and can be supported by images.
<b>Phonological/Phonemic Awareness</b>	The student: identifies and produces rhyming words; identifies and produces spoken words that begin with the same sound; identifies the beginning, middle and ending sounds in a spoken word; separates (segments) individual sounds in a spoken word; blends spoken sounds together to say a word; adds or deletes the beginning or ending sound in a spoken word to say a new word.
<b>Phonics/Word Analysis</b>	The student: correctly identifies 31/31 sounds (consonant sounds and long and short vowel sounds) represented by lowercase letters; reads 50 instructed high frequency words without sounding them out; correctly reads 3-letter short vowel words containing instructed letters and sounds; reads a text containing words with instructed spelling patterns with at least 90% accuracy and 70% comprehension.
<b>Vocabulary</b>	The student: demonstrates understanding through speaking and writing of new words that have been specifically taught and discussed; asks and appropriately answers questions about unfamiliar words; identifies and sorts common words into basic categories.
<b>Comprehension</b>	The student demonstrates an understanding of written information that has been read aloud or read by the student by: <ul style="list-style-type: none"> <li>• answering questions or making predictions based on textual evidence;</li> <li>• orally describing the characters, setting, and important events in a story and using them to retell the story;</li> <li>• orally comparing similarities and differences in the experiences of characters in stories;</li> <li>• identifying rhyme in poetry;</li> <li>• using titles, headings, and illustrations to make and confirm predictions;</li> <li>• orally explaining the difference between opinions and facts about a topic;</li> <li>• identifying and retelling the topic and multiple details; and</li> <li>• identifying and explaining how descriptive words add meaning.</li> </ul>
<b>Instructional Reading Level</b>	A level will not be assigned. Teacher comment page will indicate student progress in foundational reading skills.

### Writing

<b>Conventions</b>	The student: writes to share a message that is phonetically readable; writes 3-letter words containing short vowel sounds correctly; uses beginning capitalization and ending punctuation correctly when writing simple sentences; begins to use transition words; accurately writes dictated words and sentences.
<b>Purpose</b>	The student draws, dictates, and/or writes to: retell events in chronological order; express an opinion about a topic; explain factual information about a topic; participate in activities which include expanding sentences and using research to answer a question.

### Mathematics

<b>Number and Operations</b>	The student: counts to 100 by ones and tens; counts backward from 20; recognizes, creates, and represents 0-20 with objects, visual representations, and numerals; represents the numbers 10-20 as a unit of 10 and a group of ones; adds and subtracts equations using related facts.
<b>Geometry</b>	The student: names, describes, and compares two- and three-dimensional shapes (circle, square, triangles, rectangle, sphere, cube, cone, and cylinder); describes the relative positions of shapes; identifies real-world objects that represent two- and three-dimensional shapes; combines 2-dimensional shapes to form a new figure (i.e., uses two triangles to form a rectangle).
<b>Measurement</b>	The student: identifies how an object can be measured (i.e., by length, weight, or volume); directly compares two objects with a common attribute ( <i>shorter/longer/taller/higher, has/holds more/less, fuller/emptier, heavier/lighter, weighs more/less, etc.</i> ); correctly measures the length of an object using non-standard units such as paperclips or cubes.
<b>Algebraic Thinking</b>	The student: solves addition and subtraction real-world problems within 0-10 using objects, drawings, verbal explanations, or equations; represents a number as the sum of two numbers; finds the number that makes 10 when added to a given number between 0-9; explains why equations are true using the term <i>equal</i> .

### Science

	The student: demonstrates knowledge of Life Science and Nature of Science benchmarks through exploring, observing, investigating, recognizing, describing and creating; uses content specific vocabulary.
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### Social Studies

	The student: demonstrates knowledge of American History, Civics and Government, Economics, and Geography standards through listening to and retelling topic-related texts, participating in discussions, and comparing people, events and ideas; uses content specific vocabulary.
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