

# Parents' Guide to Common Core *and*

# Sixth Grade

## California State Standards

### Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate.

You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

#### English Language Arts & Literacy:

- Listen with your child to a television reporter, politician, or other speaker. Ask your child to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Encourage your child to learn at the library or on the Internet what life in your community was like 100 years ago. Have your child write a story, poem, or play about that time .

#### Mathematics:

Look for "word problems" in real life. Some 6th grade examples might include:

- Determining the average speed of a family trip, based on the distance traveled and the time taken; or estimating the time that a trip will take, given the distance and an estimate of the average speed
- Finding the surface area of the walls and ceiling in a room to determine the cost of painting the room

For more information, the full standards are available at [www.corestandards.org](http://www.corestandards.org)

[www.pta.org](http://www.pta.org)



*This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states including California.*

*This information provides an overview of what your child will learn by the end of sixth grade in English Language and Mathematics (Common Core State Standards).*



*Included are the California Standards for Social Studies and Physical Fitness, as well as the Technology Standards which are based on what the Saugus Union School District believes students need to master to be successful.*

*If your child is meeting the sixth grade expectations outlined in these standards, he or she will be well prepared for junior high school.*



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**RESPECT | INTEGRITY | LEARNING | TEAMWORK | ENTHUSIASM**

*ELA: Reading Standards for Literature (RL)*

*Key Ideas and Details:*

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

*Craft and Structure:*

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations.)
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

*Integration of Knowledge and Ideas:*

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

*Range of Reading and Level of Text Complexity:*

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

*Reading Standards for Informational Text (RI)*

*Key Ideas and Details:*

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

*Craft and Structure:*

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.)
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
  - a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

*Integration of Knowledge and Ideas:*

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

*Range of Reading and Level of Text Complexity:*

10. By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

*Writing Standards (W)*

*Text Types and Purpose:*

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

*Production and Distribution of Writing:*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

*Research to Build and Present Knowledge:*

7. Conduct short research projects to answer a question, drawing on several sources and focusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

*Range of Writing:*

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening Standards (SL)**

*Comprehension and Collaboration:*

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared; having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 2. Interpret information presented in diverse media and formats (e.g., visually, quantita-

tively, orally) and explain how it contributes to a topic, text, or issue under study.

- 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

*Presentation of Knowledge and Ideas:*

- 4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation.
  - a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.
- 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

**Language Standards (L)**

*Conventions of Standard English:*

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use all pronouns, including intensive pronouns (e.g., *myself*, *ourselves*) correctly.
  - c. Recognize and correct inappropriate shifts in pronoun number and person.
  - d. Recognize variations from standard English

in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

- b. Spell correctly.

*Knowledge of Language:*

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.

- b. Maintain consistency in style and tone.

*Vocabulary Acquisition and Use:*

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.

- b. Use the relationship between particular

words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Reading Standards for Literacy in History /Social Studies (RH)**

*Key Ideas and Details:*

- 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill become a law, how interest rates are raised or lowered).

*Craft and Structure:*

- 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

*Integration of Knowledge and Ideas:*

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 8. Distinguish among fact, opinion, and reasoned judgment in a text.
- 9. Analyze the relationship between a primary and secondary source on the same topic.

*Range of Reading and Level of Text Complexity:*

- 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**Reading Standards for Literacy in Science & Technical Subjects (RST)**

*Key Ideas and Details:*

- 1. Cite specific textual evidence to support analysis of science and technical texts.
- 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge of opinions.
- 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

*Craft and Structure:*

- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

*Integration of Knowledge and Ideas:*

- 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from

reading a text on the same topic.

*Range of Reading and Level of Text Complexity:*

- 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

**Reading Standards for Literacy in History/Social Studies, Science, & Technical Subjects (WHST)**

*Text Types and Purposes:*

- 1. Write arguments focused on discipline-specific content.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objec-

tive tone.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - 3. (Not applicable as a separate requirement)
- Production and Distribution of Writing:*
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  - 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

*Research to Build and Present Knowledge:*

- 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9. Draw evidence from informational texts to support analysis reflection, and research.

*Range of Writing:*

- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Ratios and Proportional Relationships (6.RP)**

*Understand ratio concepts and use ratio reasoning to solve problems:*

- 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to

beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

- 2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”
- 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
  - a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
  - b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
  - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
  - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. The

**The Number System (6.NS)**

*Apply and extend previous understandings of multiplication and division to divide fractions by fractions.*

- 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person

get if 3 people share  $\frac{1}{2}$  lb. of chocolate equally? How many  $\frac{3}{4}$ -cup servings are in  $\frac{2}{3}$  of a cup of yogurt? How wide is a rectangular strip of land with length  $\frac{3}{4}$  mi and area  $\frac{1}{2}$  square mi?

*Compute fluently with multi-digit numbers and find common factors and multiples:*

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ .

*Apply and extend previous understandings of numbers to the system of rational numbers:*

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
  - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
  - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
  - c. Find and position integers and other rational

numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

7. Understand ordering and absolute value of rational numbers.
  - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.
  - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .
  - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.
  - d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

### Expressions and Equations (6.EE)

*Apply and extend previous understandings of arithmetic to algebraic expressions.*

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
  - a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract  $y$  from 5” as  $5 - y$ .

- b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.
- c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ .
3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.

*Reason about and solve one-variable equations and inequalities:*

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all

nonnegative rational numbers.

8. Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

*Represent and analyze quantitative relationships between dependent and independent variables:*

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

### Geometry (6.G)

*Solve real-world and mathematical problems involving area, surface area, and volume:*

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

### Statistics and Probability (6.SP)

#### Develop understanding of statistical variability:

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

#### Summarize and describe distributions:

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
  - a. Reporting the number of observations.
  - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
  - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
  - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

### History/Social Sciences (California Standard)

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.
- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### Physical Fitness

### Calif. Standard– 1

*Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.*

#### Manipulative Skills:

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.

1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.

1.5 Dribble and pass a ball to a partner while being guarded.

1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

#### Rhythmic Skills:

1.7 Perform folk and line dances.

1.8 Develop, refine, and demonstrate routines to music. Combinations of Movement Patterns and Skills

1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

1.10 Combine motor skills to play a lead-up or modified game.

1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

### Physical Fitness

### Calif. Standard– 2

*Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.*

#### Movement Concepts:

2.1 Explain how to increase force based on the principles of biomechanics.

2.2 Explain how impact force is reduced by increasing the duration of impact.

2.3 Analyze and correct errors in movement patterns.

2.4 Provide feedback to a partner to assist in developing and improving movement skills.

2.5 Identify practices and procedures necessary for safe participation in physical activities.

#### Manipulative Skills:

2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.

2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.

2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

2.9 Identify opportunities to pass or dribble while being guarded.

#### Rhythmic Skills:

2.10 Identify steps and rhythm patterns for folk and line dances.

2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

#### Combination of Movement Patterns and Skills:

2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

### Physical Fitness

### Calif. Standard– 3

*Student assess and maintain a level of physical fitness to improve health and performance.*

3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.

3.2 Compare individual physical fitness results with research-based standards for good health.

3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).

3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.

Measure and evaluate changes in health-related physical fitness based on physical activity patterns.

3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.

3.6 Monitor the intensity of one’s heart rate during physical activity.

### Physical Fitness

### Calif. Standard– 4

ical activity.

*Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.*

4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.

4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.

4.3 Identify contraindicated exercises and their adverse effects on the body.

4.4 Classify physical activities as aerobic or anaerobic.

4.5 Explain methods of monitoring heart rate intensity.

4.6 List the long-term benefits of participation in regular physical activity.

4.7 Compile and analyze a log noting the food intake/

### Physical Fitness

### Calif. Standard– 5

calories consumed and energy expended through physical activity.

*Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.*

Self-Responsibility

5.1 Participate productively in group physical activities.

5.2 Evaluate individual responsibility in group efforts.

Social Interaction

5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

5.4 Identify and agree on a common goal when participating in a cooperative physical activity.

5.5 Analyze possible solutions to a movement problem

### Technology Fluency- SUSD Standards

in a cooperative physical activity and come to a consensus on the best solution.

I= Introduce; D=Develop; M=Master; A=Apply

Using a Computer:

- Identify and explain the parts of various technological devices appropriate to grade-level (A)
- Start and shut down various technological devices (A)
- Use a keyboard and pointing device; such as a mouse / touchpad (A)
- Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application. (A)
- Open and close an application or program (A)
- Explain the functions of basic file menu com-

mands (i.e. New, Open, Close, Save,/Save as, Print) (A)

- Use various operating system functions (i.e., open multiple applications, work with menus and folders, use the taskbar/dock) (A)
- Select a printer, use print preview, and print a document with the appropriate page setup and orientation. (A)
- Identify and use various forms of storage media (i.e., CDs, DVDs, flash drives, school servers, online storage.) (A)
- Type words per minute (WPM) with proficiency and accuracy: 30 WPM

*Using Software and Application: Word Processing and Desktop Publishing:*

- Write, edit, print, and save simple documents (A)
- Insert and resize a graphic. (A)
- Copy/cut and paste text and images within a document. (A)
- Use menu/toolbar functions (i.e., font size/line spacing, bullets and numbering, tabs, margins) to format a document. (A)
- Proofread and edit documents using appropriate resources (i.e., dictionary, spelling/grammar check) (A)

*Spreadsheets:*

- Identify and explain terms and concepts related to spreadsheets (i.e., cell, column, row, value, label, chart, graph). (M)
- Enter/edit data in existing spreadsheets and perform calculations using existing formulas. (M)
- Describe the use of spreadsheets to calculate, graph, organize, and present real-world data. (M)
- Create an original spreadsheet using simple formulas. (M)
- Produce simple charts and graphs. (M)
- Apply formatting features to customize tables, charts, and graphs. (M)

*Databases:*

- Identify and explain terms and concepts related to databases (i.e., record, field, search) (A)
- Conduct simple searches of existing databases (i.e., library, catalogue, electronic encyclopedia)

(A)

- Describe the use of databases to store, organize, and search information in real-world settings. (A)

*Multimedia and Presentation:*

- Use painting and drawing programs to create and edit work. (A)
- Create, edit, and format text on a slide. (A)
- Insert and resize graphics in a slide. (A)
- Create a series of slides and organize them to present research or convey an idea. (A)
- Create a multimedia presentation using various media (i.e., audio, visual, animations) (A)

*Using the Internet:*

- Explain and use terms related to a network (i.e., username, password, network, file server). (A)
- Explain and use terms related to the Internet (i.e. web browser, URL, keyword, search engine, links). (A)
- Evaluate Internet resources in terms of their usefulness and reliability for research. (A)
- Locate, download, and use content digital media collections for specific projects. (A)

*Ethics and Safety:*

- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
- Explain ethical issues related to privacy, cyberbullying, plagiarism, spam, viruses, hacking, and file sharing. (A)
- Explain and follow Fair Use Guidelines for using copyrighted materials (i.e., images, music, video, text) in school projects. (A)
- Explain the potential risks and dangers associated with various forms of online communications. (A)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (A)
- Identify and describe ways in which technology is used at home, as school, and in society. (A)
- Analyze digital media messages to determine if their purpose is to inform, persuade, or entertain. (A)