Curriculum Guide

Sixth Grade

Campbell

UNION SCHOOL DISTRICT

Self-Directed
Auto-Dirijido

Innovative
Innovador

Critical Thinker
Pensador Crítico

Collaborative
Colaborativo

Empathetic
Empático

Introduction

Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:

- What do we want our students to learn?
- How do we know our students have learned it?
- What do we do when students don't learn it?
- What do we do when students learn it/already know it?

Essential Standards

We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:

- Endurance: standards that provide students with knowledge and skills beyond a single test date
- Leverage: standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- Readiness: standards that provide knowledge and skills for success in the next grade or level of instruction

CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our [Elements of Quality First Instruction](#) guide teachers in thinking about *how* to ensure students learn:

Learning Targets   **Assessments**   **Differentiation**   **Responsive Teaching for All**

Evaluation and Reporting

Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and

needs are gleaned through a variety of assessments including formative, summative, informal/ "ongoing classroom observation", and performance tasks. These help to answer PLC question #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.

The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:

CUSD Mastery Rubric			
4 Beyond Mastery	3 Mastery	2 Developing	1 Beginning
The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application.	The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application.	The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task.	The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task.

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This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are highlighted in blue**.

English Language Arts

Reading - Literature

6. RL.01	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.02	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.
6.RL.03	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.
6.RL.04	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.
6.RL.05	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.RL.06	Explain how an author develops the point of view of the narrator or speaker in a text.
6.RL.07	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.
6.RL.09	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.
6. RL.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 - Informational Text

6.RI.01	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.02	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.
6.RI.03	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.04	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.05	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.
6.RI.06	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
6.RI.07	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.
6.RI.08	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.
6.RI.09	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).
6.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

6.W.01	Write arguments to support claims with clear reasons and relevant evidence.
6.W.01a	**Introduce claim(s) and organize the reasons and evidence clearly.**
6.W.01b	**Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**
6.W.01c	**Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**
6.W.01d	**Establish and maintain a formal style.**
6.W.01e	**Provide a concluding statement or section that follows from the argument presented.**

6.W.02	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
6.W.02a	**Introduce a topic; 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.**
6.W.02b	**Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**
6.W.02c	**Use appropriate transitions to clarify the relationships among ideas and concepts.**
6.W.02d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**
6.W.02e	**Establish and maintain a formal style.**
6.W.02f	**Provide a concluding statement or section that follows from the information or explanation presented.**
6.W.03	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
6.W.03a	**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.**
6.W.03b	**Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**
6.W.03c	**Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**
6.W.03d	**Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**
6.W.03e	**Provide a conclusion that follows from the narrated experiences or events.**
6.W.04	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.W.05	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.
6.W.06	With some guidance & support from adults, use technology, including the Internet, to produce & publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
6.W.07	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6.W.08	Recall relevant information from experiences or gather relevant information from print & digital sources; summarize or paraphrase information in notes & finished work, & provide a list of sources.
6.W.09	Draw evidence from literary or informational texts to support analysis, reflection, & research.
6.W.09a	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").
6.W.09b	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").
6.W.10	Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.

Speaking & Listening

6.SL.01	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.
6.SL.01a	**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.**
6.SL.01b	**Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**
6.SL.01c	**Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**
6.SL.01d	**Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**
6.SL.02	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.SL.03	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.SL.04	Deliver a focused, organized presentation (e.g. argument, narrative, informative, response to literature, summary) using appropriate eye contact and body language, adequate volume, and clear presentation; utilize multimedia components to support delivery.
6.SL.05	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information
6. SL.06	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language	
6.L.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6.L.01a	**Ensure that pronouns are in the proper case (subjective, objective, possessive).**
6.L.01b	**Use intensive pronouns (e.g., myself, ourselves).**
6.L.01c	**Recognize and correct inappropriate shifts in pronoun number and person.**
6.L.01d	**Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**
6.L.01e	**Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**
6.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6.L.02a	**Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**
6.L.02b	**Spell correctly.**
6.L.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
6.L.03a	Vary sentence patterns for meaning, reader/listener interest, and style.
6.L.03b	Maintain consistency in style and tone
6.L.04	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.
6.L.04a	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.
6. L.04b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
6.L.04c	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.
6. L.04d	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).
6.L.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6.L.05a	**Interpret figures of speech (e.g., personification) in context.**
6.L.05b	**Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**
6.L.05c	**Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**
6.L.06	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.

English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential for how to interact in meaningful ways in English. All of the standards focusing on how English works are essential and needed for students to develop fluency in English. Successes in mastery of these standards are reported only for English Learners.

	Emerging	Expanding	Bridging	
ELD.PI.6.1	Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	**Exchanging Information and Ideas**
ELD.PI.6.6	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*). c. *Use knowledge of morphology (e.g., affixes, roots, and base words),* context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*). c. Use knowledge of morphology *(e.g., affixes, roots, and base words),* context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	**Reading and Viewing Closely**
ELD.PI.6.7	Explain how well writers and speakers use	Explain how well writers and speakers use specific	Explain how well writers and speakers use specific language	**Evaluating Language**

				Choices
	language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	
ELD.PI.6.8	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *cheap* versus the phrase *a good saver*) produce different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., describing a character as *stingy* versus *economical*), or figurative language (e.g., *The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning and different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.	**Analyzing Language Choices**
ELD.PI.6.10	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	**Writing**
ELD.PI.6.11	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal	**Justifying and Arguing**

	(e.g., *can, has to*).	familiar modal expressions (e.g., *maybe/probably, can/could, must*).	expressions (e.g., *probably/certainly/definitely, should/would, might*) and phrasing (e.g., *In my opinion…*).	
ELD.PI.6.12	a. Use a select number of general academic words (e.g., *author, chart*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X*).	a. Use a growing set of academic words (e.g., *author, chart, global, affect*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *She likes X. That's impossible*).	a. Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*) domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., *changing observe* to *observation, reluctant* to *reluctantly, produce* to *production*, and so on).	**Selecting Language Resources**

Mathematics

Ratios and Proportional Relationships

6.RP.01	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."
6.RP.02	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."
6.RP.03	**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.**
6.RP.03a	**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.**
6.RP.03b	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?
6.RP.03c	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.
6.RP.03d	**Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.**

The Number System

6.NS.01	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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?
6.NS.02	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.03	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.04	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).
6.NS.05	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.NS.06	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.
6. NS.06a	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.
6. NS.06b	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.
6.NS.06c	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.
6.NS.07	Understand ordering and absolute value of rational numbers.
6.NS.07a	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.
6. NS.07b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3 deg. C > -7 to express the fact that -3 is warmer than -7 deg. C
6.NS.07c	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.
6.NS.07d	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.
6.NS.08	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.01	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.02	Write, read, and evaluate expressions in which letters stand for numbers.
6.EE.02a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.
6.EE.02b	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.
6.EE.02c	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 $s = 1/2$.
6.EE.03	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 $3y$.
6.EE.04	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.
6.EE.05	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.EE.06	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.
6.EE.07	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.
6.EE.08	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.
6.EE.09	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.01	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.
6.G.02	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 = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.03	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.
6.G.04	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.01	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.
6.SP.02	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.
6.SP.03	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.
6.SP.04	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.SP.05	Summarize numerical data sets in relation to their context, such as by:
6.SP.05a	Reporting the number of observations.
6.SP.05b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
6.SP.05c	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.
6.SP.05d	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.

Science

Science and Engineering Practices

6.SEP.1	Ask questions about what would happen if a variable is changed; identify scientific (testable) and non-scientific (non-testable) questions; ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships; use prior knowledge to describe problems that can be solved; define a simple design problem that can be solved throughout the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	**Asking Questions and Defining Problems**
6.SEP.2	Identify limitations of models, collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events; develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution; develop and/or use models to describe and/or predict phenomena; develop a diagram or simple physical prototype to convey a proposed object, tool, or process; use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	**Developing and Using Models**
6.SEP.3	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered; evaluate appropriate methods and/or tools for collecting data; make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution; make predictions about what would happen if a variable changes; test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	**Planning and Carrying Out Investigations**
6.SEP.4	Analyzing and interpreting data.	
6.SEP.5	Using mathematics and computational thinking	
6.SEP.6	Constructing explanations (for science) and designing solutions (for engineering).	
6.SEP.7	Compare and refine arguments based on an evaluation of the evidence presented; distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation; respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions; construct and/or support an argument with evidence, data, and/or a model; use data to evaluate claims about cause and effect; make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	**Engaging in Argument from Evidence**
6.SEP.8	Obtaining, evaluating, and communicating information.	

Science Content

6.LS1-1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	**Life Science**
6.LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	
6.LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	
6.ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	**Earth & Space Science**
6. ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	
6.ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	
6.ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	
6.ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	
6.PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	**Physical Science**
6.ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	**Engineering (STEAM)**

Digital Literacy

CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In sixth grade, students will answer these essential questions:

1. How do I evaluate and focus on the relevance of the content I am researching?
2. How do I design an engaging and purposeful multimedia product to present my research findings?
3. How do I share my work in a collaborative space with multiple audiences?

Physical Education

Goal 1	**Manipulative Skills** Overhand Throw 1.6 Striking 2.8 Dribble	**General Movement Concepts**
Goal 2	**Transfer of Movement Skills to Other Physical Activites** 1.9 / 2.3	**Movement Concepts**
Goal 3	**Knowledge and Self Assessment** 3.1 **Body Composition**	**Fitness Concepts**
Goal 4	**Identify and Apply** 4.1 **Aerobic Capacity** 4.4 **Muscular Strength/Endurance** **Flexibility**	**Fitness Concepts**
Goal 5	**Social Responsibility** 5.2 **Social Interaction** **Group Dynamics** 5.4	**Social Interaction Concepts**

Collaborative

Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

Skills and Behaviors/ Dispositions:

- Listening: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.
- Contributing: Offer new, radical, and sometimes unpopular views.
- Accept and provide growth oriented feedback: Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.
- Committing to work through conflict: Productively engage in and move through conflict.
- Consensus Building: Find ways to compromise to provide solutions.

Learning Target Progression:

TK-2 Learning Targets
1. I can receive feedback with an open mind.
2. I can listen to and ask questions of others to get their ideas.
3. I can share in a positive way with my partner or team.

3rd - 5th Grade Learning Targets
1. I can give and receive feedback that is respectful, specific, and helpful.
2. I can respectfully listen to, consider, and build on different points of view.
3. I can adapt to various working situations.
4. I can productively contribute to the group.
5. I can present information about a topic of choice in multiple ways.

6th-8th Grade Learning Targets
1. I can internalize feedback received to contribute to a collaborative conversation.
2. I can work interdependently with my team in a respectful manner to reach a common goal.
3. I can respectfully agree/disagree with ideas instead of people.
4. I can apply productive feedback from others.
5. I can actively listen to ensure that all team members are equally heard.

Empathetic

Empathetic Definition:
Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

Skills and Behaviors:
- <u>Sensitivity to other's emotions</u>: Develop an "emotional radar" to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- <u>Self Awareness</u>: Understand how your emotions or feelings may be affecting your thoughts and actions.
- <u>Open-Mindedness:</u> Allow yourself to be influenced by the thoughts and feelings of others.
- <u>Imagination/Curiosity:</u> Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

Learning Target Progression:

TK -2 Learning Targets
1. I can recognize what someone else may be thinking and feeling. 2. I can describe how my actions impact others. 3. I can treat others with respect and kindness. 4. I can listen with my eyes, ears, and heart.
3rd - 5th Grade Learning Targets
1. I can offer help when someone is in need. 2. I can respond appropriately to the feelings of others. 3. I can actively listen to understand another point of view. 4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.
6th-8th Grade Learning Targets
1. I can offer help when someone is in need. 2. I can anticipate how others might respond to my actions. 3. I can actively listen to understand another point of view. 4. I can apply my understanding of multiple perspectives and individual differences in various contexts. 5. I can stand up for others when I see mistreatment in and outside the classroom.

Self-Directed

Self-Directed Definition:
Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

Skills and Behaviors:
- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

Learning Target Progression:

TK -2 Learning Targets
1. I can make a plan to finish what I start.   2. I can explore different learning strategies.   3. I can select resources to support my learning goal.   4. I can ask questions to help me understand.   5. I can try again when learning is hard.
3rd - 5th Grade Learning Targets   1. I can set goals for my learning needs.   2. I can choose a strategy to support my learning goals.   3. I can seek help in an appropriate way from reliable sources to complete tasks.   4. I can ask deeper questions to help me understand.   5. I can persevere when learning gets tough.
6th-8th Grade Learning Targets   1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks.   2. I can identify and use learning strategies that work best for me.   3. I take initiative to use the resources available to me when I don't understand something.   4. I can engage in inquiry to extend my learning.   5. I can persevere through difficult tasks and situations and adjust my goals as needed.

Critical Thinker Definition:
Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

Skills and Behaviors:
- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next steps

Learning Target Progression:

TK - 2 Learning Targets
1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

3rd - 5th Grade Learning Targets
1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

6th-8th Grade Learning Targets
1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.

Innovative

Innovative Definition:
Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another's needs.

Skills and Behaviors:
- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others

Learning Target Progression:

TK - 2 Learning Targets
1. I can make mistakes and learn from them.
2. I can use my imagination to think about new ideas.
3. I can brainstorm.
4. I can look for creative solutions when faced with a set back.
5. I can contribute ideas to improve my community.

3rd - 5th Grade Learning Targets
1. I can take creative risks knowing I will be able to learn from my failures.
2. I can revise and refine my ideas.
3. I can brainstorm beyond the most common ideas.
4. I can look at problems as design opportunities.
5. I can offer solutions to community and real-world problems.

6th-8th Grade Learning Targets
1. I can demonstrate a rapid prototyping process, learning from each phase.
2. I can connect new information as I work to refine my ideas.
3. I can build on and elaborate on others' ideas through a brainstorming process.
4. I can create through the designing and engineering process.
5. I can find creative solutions within real-world criteria and constraints.

HOMES AND COMMUNITIES

SCHOOLS

CLASSROOMS

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

RESPONSIBLE DECISION-MAKING

SOCIAL AWARENESS

RELATIONSHIP SKILLS

SEL CURRICULUM AND INSTRUCTION

SCHOOLWIDE PRACTICES AND POLICIES

FAMILY AND COMMUNITY PARTNERSHIPS

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➲ Identifying emotions
- ➲ Accurate self-perception
- ➲ Recognizing strengths
- ➲ Self-confidence
- ➲ Self-efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➲ Impulse control
- ➲ Stress management
- ➲ Self-discipline
- ➲ Self-motivation
- ➲ Goal setting
- ➲ Organizational skills

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➲ Perspective-taking
- ➲ Empathy
- ➲ Appreciating diversity
- ➲ Respect for others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➲ Communication
- ➲ Social engagement
- ➲ Relationship building
- ➲ Teamwork

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➲ Identifying problems
- ➲ Analyzing situations
- ➲ Solving problems
- ➲ Evaluating
- ➲ Reflecting
- ➲ Ethical responsibility