Standard	CST	CHSEE	Framework Emphasis	Algebra Readiness	Essential Standards	Essential Standards		
						S1	S2	
Number Sense	25 / 39%							
Standard Set 1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:	15		☆	\$				
1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	3		☆	P	✓	F	R	
1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b, a to b, a:b).	1		*		✓		F	
1.3 Use proportions to solve problems (e.g., determine the value of N if 4/7 = N/21, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.	6		☆		✓		F	
1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	5		☆		✓		F	
Standard Set 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:	10		*					
2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	1/2**							
2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8$ divided by $15/16 = 5/8 \times 16/15 = 2/3$).	1/2**							
2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.	6		*		✓	F	R	
2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).	3		☆		✓	F	R	
Algebra and Functions	19 / 29%							
Standard Set 1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:	9			(1)				
1.1 Write and solve one-step linear equations in one variable.	6		\Rightarrow		✓	F	R	
1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.	1							
1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	1							
1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.	1							
Standard Set 2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:	8							

F = Focus Standard for Semester

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2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).	1						
2.2 Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.	6		☆	(1)	✓		F
2.3 Solve problems involving rates, average speed, distance, and time.	1						
Standard Set 3.0 Students investigate geometric patterns and describe them algebraically:	2						
3.1 Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = \frac{1}{2}$ bh, $C = \pi d$ – the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).	1				✓	F	R
3.2 Express in symbolic form simple relationships arising from geometry.	1						
Measurement and Geometry	10 / 15%						
Standard Set 1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:	4						
1.1 Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.	3		*		✓	F	R
1.2 Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.	1/2**						
1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base \times height; compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.	1/2**						
Standard Set 2.0 Students identify and describe the properties of two-dimensional figures:	6						
2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.	1						
2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.	4		\Rightarrow		✓		F
2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).	1						
Statistics, Data Analysis, and Probability	11 / 17%	8					
Standard Set 1.0 Students compute and analyze statistical measurements for data sets:	1	***3					
1.1 Compute the range, mean, median, and mode of data sets.	1/3**	3					
1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.	1/3**						
1.3 Understand how the inclusion or exclusion of outliers affect measures of central tendency.	1/3**						
1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.	NA***						

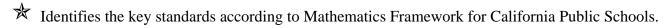
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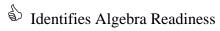
F = Focus Standard for Semester

Grade 6 Content Standards - Math

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.	Embedded			
2.4 Use a variety of methods, such a words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	Embedded			
2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	Embedded			
2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	Embedded			
2.7 Make precise calculations and check the validity of the results from the context of the problem.	Embedded			
Standard Set 3.0 Students move beyond a particular problem by generalizing to other situations.				
3.1 Evaluate the reasonableness of the solution in the context of the original situation.	Embedded			
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	Embedded			
3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.	Embedded			

^{**} Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years) *** Indicates total number for standard





First Benchmark Test = 30 question Second Benchmark Test = 63 questions