



## **YONKERS PUBLIC SCHOOLS**

**English Language Arts • Mathematics • Social Studies • Science**  
**Conceptual Understandings | Key Ideas | Required Skills**

**GRADE 6**

## **Power Standards for Academic Success Committee**

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The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. This blueprint will evolve with ongoing data-driven review and input from District practitioners.



**To Yonkers Public Schools Educators,**

The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. Our collective experience with Distance Learning and social isolation from March through June 2020 helps guide our work moving forward. Technology driven flexible instruction is the “new” normal for education moving forward.

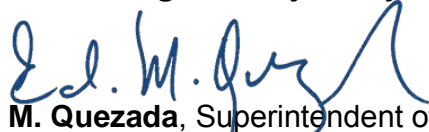
As the school district reopens following this extended school closure, it is evident that school leaders and teachers will need to devote time during the school day to address Social Emotional Learning (SEL) as well as learning gaps. In the upcoming school year teachers and students must focus on the most critical skills, in tandem with the full curriculum, when engaging in teaching and learning to mitigate the potential long-term learning gap impact. Therefore, in collaboration with school leaders, teachers and content directors, the District developed the **Power Standards for Academic Success** that is a plan to access grade level standards emphasizing depth over breadth in English language arts, math, science and social studies.

The Next Generation Learning Standards, the New York State P-12 Science Learning Standards, the New York State K-12 Social Studies Framework, and other New York State Education Department Office of Curriculum and Instruction guidelines *are still in place*. The **Power Standards** are not to be used as the full curriculum; school leaders and teachers must continue to consult State learning standards in their instruction. The Power Standards are to be used in conjunction with data-informed teaching and learning to adjust pacing of instruction and scaffold using a Multi-Tiered System of Supports to bridge learning from the previous school year.

The **Power Standards for Academic Success** are structured by grade level and content area as follows:

- ❖ **Conceptual Understanding**, or broad concepts for the grade level, communicate the big picture,
  - **Key Ideas** support that Conceptual Understanding,
    - **Required Skills** communicate what students should know and be able to do to succeed in the next grade level.

**With a collective, focused and relentless commitment we can, we must, reverse the impact COVID-19 has wielded on our students achievement and wellbeing. The 2020-2021 school year offers magnificent opportunities for creative innovative teaching and learning. I look forward to working with you as we navigate this journey for our students.**

  
Dr. Edwin M. Quezada, Superintendent of Schools



## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

| Grade 6   | English Language Arts |
|---|-----------------------|
| <b>Conceptual Understanding: Conventional and Academic English in Oral and Written Language</b>   |                       |
| <b>Key Idea:</b> Demonstrate vocabulary acquisition and usage   |                       |
| <p><b>Required Skills:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of texts</p> <ul style="list-style-type: none"> <li>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</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)</li> </ul> |                       |
| <b>Key Idea:</b> Demonstrate vocabulary acquisition and usage   |                       |
| <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Acquire and accurately use general academic and content-specific words and phrases</li> <li>b. Apply vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>  |                       |
| <b>Key Idea:</b> Demonstrate command of the conventions of academic English grammar and usage when writing and speaking   |                       |
| <p><b>Required Skills:</b> Core Convention Skills</p> <ul style="list-style-type: none"> <li>a. Recognize and correct pronouns that have unclear or ambiguous antecedents</li> <li>b. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> <li>c. Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>d. Explain the function of verbals (gerunds, participles, infinitives)</li> </ul>             |                       |
| <b>Key Idea:</b> Demonstrate command of the conventions of academic English, capitalization, punctuation, and spelling when writing   |                       |
| <p><b>Required Skills:</b> Core Punctuation and Spelling Skills</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing</li> <li>b. Use punctuation (comma, ellipsis, dash) to indicate a pause or break</li> </ul>   |                       |

**Power Standards** in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

| Grade 6  | English Language Arts |
|--|-----------------------|
| <b>Conceptual Understanding: Theme/Central Idea, Citing Explicit/Implicit Textual Evidence, and Comparing and Contrasting Print and Digital Media Contribute to Deeper Analysis and Comprehension of the Text</b>  |                       |
| <b>Key Idea:</b> Key Ideas and Details   |                       |
| <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences</li> <li>b. Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text</li> <li>c. In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution</li> <li>d. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed</li> </ul> |                       |
| <b>Key Idea:</b> Craft and structure   |                       |
| <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot</li> <li>b. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas</li> </ul>   |                       |
| <b>Key Idea:</b> Integration of knowledge and ideas  |                       |
| <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject</li> <li>b. Trace and evaluate the development of an argument and specific claims in texts</li> <li>c. Use established criteria in order to evaluate the quality of texts</li> <li>d. Make connections to other texts, ideas, cultural perspectives, eras, and personal experience</li> </ul>   |                       |
| <b>Conceptual Understanding: How to Write an Evidence Based Argumentative Piece to Support a Stated Claim</b>  |                       |
| <b>Key Idea:</b> Write arguments to support claims with clear reasons and relevant evidence from literary or informational texts   |                       |
| <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Introduce a precise claim, acknowledge, and distinguish the claim from a counterclaim, and organize the reasons and evidence logically</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using precise language and content specific vocabulary to support claim</li> <li>c. Maintain a style and tone appropriate to the writing task</li> </ul>  |                       |

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

| Grade 6   | English Language Arts |
|---|-----------------------|
| <b>Conceptual Understanding: How to Write an Evidence Based Argumentative Piece to Support a Stated Claim - Continued</b>   |                       |
| <b>Key Idea:</b> Research   |                       |
| <p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Draw evidence from literary or informational texts to support analysis, reflection, and research</li> <li>b. Gather relevant information from multiple sources</li> <li>c. Assess the credibility of each source</li> <li>d. Quote or paraphrase the data and conclusions of others</li> <li>e. Avoid plagiarism and provide basic bibliographic information for sources</li> </ul>  |                       |
| <b>Conceptual Understanding: How to Engage in Accountable Conversations Distinguishing Between Claims that are Supported by Reason and Evidence</b>   |                       |
| <b>Key Idea:</b> Speaking and listening   |                       |
| <p><b>Required Skills:</b> Engage effectively in a range of collaborative discussions with diverse partners by expressing ideas clearly and persuasively while building on those of others</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</li> <li>b. Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</li> <li>d. Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</li> <li>e. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</li> </ul> |                       |

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

| <b>Grade 6</b>   | <b>Math</b> |
|--|-------------|
| <b>Conceptual Understanding: Ratios and Proportional Relationships</b>   |             |
| <b>Key Idea:</b> Understand ratio concepts and use ratio reasoning to solve problems   |             |
| <p><b>Required Skills:</b></p> <ol style="list-style-type: none"> <li>a. Understand ratios and the language used to describe two amounts</li> <li>b. Understand how to find a rate when given a specific ratio (e.g., We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger)</li> <li>c. Solve word problems related to ratios in order to figure out the rate</li> <li>d. Create tables of equivalent ratios, find missing values in the tables, plot those values on a coordinate plane, and use the tables to compare ratios</li> <li>e. Solve unit rate problems</li> <li>f. Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole if given a part and the percent</li> <li>g. Convert units of measurement</li> </ol>  |             |
| <b>Conceptual Understanding: The Number System</b>   |             |
| <b>Key Idea:</b> Apply and extend previous understandings of multiplication and division to divide fractions by fractions  |             |
| <p><b>Required Skills:</b> Divide two fractions and solve word problems involving the division of fractions by fractions</p>   |             |
| <b>Key Idea:</b> Apply and extend previous understandings of numbers to the system of rational numbers   |             |
| <p><b>Required Skills:</b></p> <ol style="list-style-type: none"> <li>a. Understand that positive and negative numbers are used to describe amounts having opposite values</li> <li>b. Use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations</li> <li>c. Understand that a rational number is a point on a number line and extend number line diagrams to show positive and negative numbers on the line and in the plane</li> <li>d. Recognize opposite signs of numbers as indicating places on opposite sides of 0 on the number line</li> <li>e. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane</li> <li>f. Place integers and other numbers on a number line diagram</li> <li>g. Place ordered pairs on a coordinate plane</li> <li>h. Understand absolute value of rational numbers and that absolute value is the number's distance from 0 on the number line</li> <li>i. Understand the distance between two numbers (positive or negative) on a number line</li> <li>j. Write, understand, and explain what rational numbers mean in real-world situations</li> <li>k. Tell the difference between comparing absolute values and ordering positive and negative number</li> <li>l. Graph in all four quadrants of the coordinate plane to help solve real-world and mathematical problems</li> <li>m. Determine the distance between points in the same first coordinate or the same second coordinate</li> </ol> |             |

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

| Grade 6   | Math |
|---|------|
| <b>Conceptual Understanding: Expressions and Equations</b>  |      |
| <b>Key Idea:</b> Apply and extend previous understandings of arithmetic to algebraic expressions  |      |
| <b>Required Skills:</b>   |      |
| <ul style="list-style-type: none"> <li>a. Write and understand numerical expressions involving whole number exponents</li> <li>b. Write, read and figure out expressions in which letters stand for numbers</li> <li>c. Write expressions using numbers and letters, with the letters standing for numbers, and identify the parts of an expression using mathematical words (e.g., sum, term, product, factor, quotient, coefficient)</li> <li>d. Understand that in <math>2(8 + 7)</math>, <math>(8 + 7)</math> can be thought of as two separate numbers or as 15</li> <li>e. Determine the answer to expressions when given the specific value of a variable</li> <li>f. Use prior knowledge of the order of operations to evaluate expressions</li> <li>g. Use prior knowledge of the order of operations to create equivalent expressions</li> <li>h. Identify when two expressions are equivalent</li> </ul> |      |
| <b>Key Idea:</b> Reason about and solve one-variable equations and inequalities   |      |
| <b>Required Skills:</b>   |      |
| <ul style="list-style-type: none"> <li>a. Understand that solving an equation or inequality is like answering a question</li> <li>b. Use variables to represent numbers and write expressions when solving real-world problems</li> <li>c. Solve real-world and mathematical problems by writing and solving equations</li> <li>d. Write an inequality which has many solutions and represent these solutions on a number line (where <math>x &gt; c</math> or <math>x &lt; c</math>)</li> </ul>  |      |
| <b>Key Idea:</b> Represent and analyze quantitative relationships between dependent and independent variables   |      |
| <b>Required Skills:</b>   |      |
| <ul style="list-style-type: none"> <li>a. Use variables to represent two quantities in a real-world problem and write an equation to express the quantities.</li> <li>b. Use graphs and tables to show the relationship between dependent and independent variables</li> </ul>  |      |

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

| Grade 6   | Science |
|---|---------|
| <b>Conceptual Understanding: Understand Scientific and Engineering Practices</b>  |         |
| <b>Key Idea:</b> Scientists and engineers construct explanations and design solutions   |         |
| <b>Required Skills:</b>   |         |
| <ul style="list-style-type: none"> <li>a. Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future</li> <li>b. Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena</li> <li>c. Apply scientific ideas to construct an explanation for real-world-phenomena, examples, or events</li> </ul> |         |
| <b>Key Idea:</b> Scientists and engineers develop evidence to support an argument   |         |
| <b>Required Skills:</b>   |         |
| <ul style="list-style-type: none"> <li>a. Develop oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem</li> <li>b. Evaluate competing design solutions based on jointly developed and agreed upon design criteria</li> <li>c. Use mathematical representations to support scientific conclusions and design solutions</li> </ul>  |         |
| <b>Key Idea:</b> Scientists and engineers analyze and interpret data  |         |
| <b>Required Skills:</b>   |         |
| <ul style="list-style-type: none"> <li>a. Analyze and interpret data to provide evidence for phenomena</li> <li>b. Analyze and interpret data to find similarities and differences</li> </ul>   |         |

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

| Grade 6  | Social Studies |
|--|----------------|
| <b>Conceptual Understanding: The Development of Cultures, Civilizations, and Empires in the Eastern Hemisphere</b>   |                |
| <b>Key Idea:</b> Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases   |                |
| <b>Required Skills:</b>  |                |
| <ul style="list-style-type: none"> <li>a. Examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources</li> <li>b. Explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence</li> <li>c. Use physical, climate and vegetative maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere, and one specific country within each region</li> <li>d. Study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each (N.B. although not within this historic period, students may also study Sikhism and other major belief systems at this point)</li> <li>e. Identify similarities and differences across belief systems, including their effects on social order and gender roles</li> <li>f. Explore the influence of various belief systems on contemporary cultures and events</li> </ul> |                |
| <b>Key Idea:</b> As complex societies and civilizations change over time, their political and economic structures evolve   |                |
| <b>Required Skills:</b>  |                |
| <ul style="list-style-type: none"> <li>a. Locate the classical civilizations on a map and identify major geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures</li> <li>b. Compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy</li> <li>c. Examine how cultural achievements of these civilizations have influenced contemporary societies</li> </ul>  |                |

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2020-2021

