

Domain	Cluster	Code	Common Core Standard	Hawaiian Translation	Notes
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.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.”	Maopopo ka mana’o o ka lakio a ho’ohana i ka ‘ōlelo pili i ka lakio e wehewehe i ka pilina lakio o ‘elua nui. He la’ana: He 2:1 ka lakio o nā ‘ēheu manu i ka nuku manu o ka kahua holoholona, no ka mea, he 2 ‘ēheu no 1 nuku.” A i ‘ole, “No nā koho pāloka pākahi i loa’a i ka moho A, ua loa’a 3 koho pāloka i ka moho C.”	
		6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, 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.” (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)	Maopopo ka mana’o o ka lakio anakahi a/b i pili i ka lakio $a:b$ me $b \neq 0$, a e ho’ohana i ka ‘ōlelo lakio i ka pō’aiapili o ka pilina lakio. He la’ana: “ He 3 kī’aha palaoa i ka 4 kī’aha kōpa’a ka lakio o kēia lekapī, no laila he $3/4$ kī’aha palaoa no kēia me kēia ho’okahi kī’aha kōpa’a.” a i ‘ole, “Ua uku mākou he \$75 no 15 hamapuka, a he \$5 no nā hamapuka pākahi ka pālakio.” (He mana’o: Kaupalena ‘ia nā pahuhopu no kēia pae papa e pili i nā pākēneka anakahi ma luna o nā hakina pa’akikī ‘ole.)	this rate refers to relationship of two specific quantities, so it is lakio
		6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape	Ho’ohana i ka lakio a me ka no’ono’o kūpili i ka lakio no ka ho’omākalakala ‘ana i nā polopolema/nane ha’i o ka nohona a me ka makemakika/pilihelu, e la’a	Left out “for example”

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			<p>diagrams, double number line diagrams, or equations.</p> <p>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.</p> <p>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?</p> <p>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.</p> <p>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>me, ka no'ono'o kūpili 'ana no ka pakuhi o nā lakio like, nā ki'ikuhi 'aukā, nā ki'ikuhi laina helu pālua, a i 'ole nā ha'ihelu.</p> <p>a. Ho'okumu i nā pakuhi lakio like e ho'opili ana i ka nui me nā ana helu piha, huli i ka helu i loa'a 'ole ma ka pakuhi, a e kākuhi i nā pa'a helu ma ka papa kuhikuhina. Ho'ohana i ka pakuhi e ho'ohālikelike i nā lakio.</p> <p>e. Ho'omākalakala i nā polopolema/nane ha'i lakio anakahi a me nā mea pili i ke kumu kū'ai a me ka mama holo kūmau. E la'a, he 7 hola ka lō'ihī o ka 'okimau'u 'ana ma 4 pā hale, no laila, i ka ho'omau 'ana aku i ia pākēneka, 'ehia pāhale i hiki ke 'okimau'u 'ia i loko o 35 mau hola? He aha ka pākēneka o ka 'okimau'u 'ana?</p> <p>i. Huli i ka pākēneka o ka nui ma ka lakio pā 100 (he la'ana: Like ka mana'o o 30% o ka nui me 30/100 ho'onui i ia nui); ho'omākalakala i nā polopolema/nane ha'i e lo'a ka helu holo'oko'a, ke hō'ike 'ia kekahi mahele a me ka pākēneka.</p> <p>o. Ho'ohana i ka no'ono'o kūpili lakio no ka ho'ololi 'ana i ke anakahi ana; ho'ohana pono a ho'ololi pono i ke anakahi i ka ho'onui 'ana a me ka pu'unaue 'ana i ka nui.</p>	

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The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.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 $(2/3) \div (3/4)$ 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?	Wehewehe a helu i ka helu puka o ka hakina, a ho'omākalakala i nā polopolema hua'ōlelo/mo'olelo nane me ka pu'unauē 'ia 'ana o ka hakina e ka hakina, e la'a, ma o ke kūkohu hakina e hiki ke nānā 'ia a me nā hopunahelu e kū ana i ka polopolema/nane ha'i.	Did not translate example.
	Compute fluently with multi-digit numbers and find common factors and multiples.	6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	'Eleu ka pu'unauē 'ana i nā helu kikoho'e 'elua a 'oi me ka ho'ohana 'ana i nā ka'ina ha'ihelu kūmau.	
		6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	'Eleu ka ho'ohui 'ana, ka ho'olawe 'ana, ka ho'onui 'ana, a me ka pu'unauē 'ana i nā helu kekimala kikoho'e 'elua a 'oi me ka ho'ohana	

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				‘ana i nā ka‘ina ha‘ihelu kūmau no nā hana ho‘omākalakala pākahi a pau.	
		6.NS.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 $4(9 + 2)$.	Huli i ka heluho‘onui like nui loa o ‘elua helu piha i ‘emi mai a i ‘ole i like me 100 a me ka helu māhua li‘ili‘i mai o ‘elua helu piha i ‘emi mai a i ‘ole i like me 12. Ho‘ohana i ke ‘anopili ho‘oili e hō‘ike i ka huinanui o ‘elua helu piha 1-100 me ka helu ho‘onui like he helu māhua o ka huinanui o ‘elua helu piha me ka ‘ole o ka helu ho‘onui like. He la‘ana: e hō‘ike he $36 + 8$ ma kēia ‘ano: $4(9 + 2)$.	
	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.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, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Maopopo ka ho‘ohana pū ‘ia o ka helu ‘i‘o a me ka helu ‘i‘o ‘ole no ka wehewehe ‘ana i ke kū ‘oko‘a ‘ana o ka nui o kekahi mau helu (he la‘ana: ke ana wela ma luna~ma lalo o ka ‘ole, ke ki‘eki‘ena ma luna~ma lalo o ka ‘ilikai, ka uku kākī, ka uila ‘āne~‘ine); ho‘ohana i nā helu ‘i‘o~‘i‘o ‘ole e hō‘ike i ka nui maoli o ka nohona, me ka wehewehe ‘ana i ka mana‘o o 0 i nā pō‘aiapili pākahi a pau.	
		6.NS.6	Understand a rational number as a point on the number line.	Maopopo ko ka helu rational kiko ma ka laina helu. Ho‘oloa i ke	Discussion took place

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			<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>ki'ikuhi laina helu a me ka iho kuhikuhina i kama'aina 'ē i kekahi pae papa i hala, no ka hō'ike 'ana i nā kiko o nā kuhikuhina helu 'i'o 'ole ma ka laina a me ka papa kuhikuhina.</p> <p>a. Ho'okū'ike i nā hō'ailona 'ēko'a o nā helu he hō'ike o 'elua wahi ma nā 'ao'ao 'ēko'a o ka 0 ma ka laina helu; ho'okū'ike i ka 'ēko'a o ka 'ēko'a o ka helu, 'o ia nō ia helu, he la'ana: $-(-3) = 3$, a 'o ka 0 kona 'ēko'a pono'ī.</p> <p>i. Maopopo nā hō'ailona o nā pa'a helu kuhikuhina he hō'ike o nā wahi o ka 'āpana hapahā o ka papa kuhikuhina; ho'okū'ike i ka 'oko'a o ka hō'ailona wale nō o 'elua pa'a helu kuhikuhina, ua pili kahi o nā kiko ma ke akakū ma ho'okahi a 'elua iho kuhikuhina paha.</p> <p>o. Huli a ho'onoho i nā helu piha a me nā helu rational hou aku ma ka laina helu papamoe a i 'ole ka laina helu papakū; huli a ho'onoho i nā pa'a helu piha a me nā helu pu'unaue rational hou aku ma ka papa kuhikuhina.</p>	<p>at vetting session for "helu pu'unaue koena 'ole" as the term for "rational number." Agreement amongst teachers that this term is not in agreement with math definitions of rational numbers. Agreement to keep the word in English.</p>

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		6.NS.7	<p>Understand ordering and absolute value of rational numbers.</p> <p>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.</p> <p>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°C is warmer than -7°C.</p> <p>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.</p> <p>d. Distinguish comparisons of</p>	<p>Maopopo ka ho'oka'ina 'ana a me ka waiwai 'i'o o nā helu rational.</p> <p>a. Wehewehe i ka 'ōlelo ha'i kaulike 'ole ma ke 'ano he 'ōlelo ha'i no nā wahi o 'elua helu ma ke laina helu.</p> <p>e. Kākau, unuhi, a wehewehe i ka 'ōlelo ha'i no ka ho'oka'ina 'ana i nā helu rational i nā pō'aiapili o ka nohona.</p> <p>i. Maopopo ka waiwai 'i'o o nā helu rational he ka'awale aku mai ka 0 o ke laina helu; wehewehe i ka waiwai 'i'o ma ka nui o kekahi helu 'i'o a i 'ole 'i'o 'ole i ka pō'aiapili o ka nohona.</p> <p>o. Hō'oko'a/Waele'a/Hō'oa i ka ho'ohālikelike 'ana i ka waiwai 'i'o i nā 'ōlelo ha'i e pili i ka ho'oka'ina 'ana.</p>	No example given.

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			absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than \$30.		
		6.NS.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.	Ho'omākalakala i nā polopolema/nane ha'i o ka nohona a me ka makemakika/pili helu ma ke kākui 'ana i nā kiko ma nā 'āpana hapahā a pau o ka papa kuhikuhina. Ho'ohana ho'i i nā pa'a helu kuhikuhina a me ka waiwai 'i'o e huli i ke ka'awale o nā kiko no lākou ka helu kuhikuhina mua i like a i 'ole, me ka helu kuhikuhina 'alua i like.	
Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	Kākau a ana i nā ha'ihelu o nā pāho'onui helu piha.	
		6.EE.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	Kākau, heluhelu, a ana i nā ha'ihelu o nā hua palapala e kū ana no nā helu. a. Kākau i ka ha'ihelu nāna e palapala i ka hana ho'omākalakala me nā helu a me nā hua palapala e kū ana no nā helu. e. Ho'omopopo i nā māhele o ka ha'ihelu me nā hua'ōlelo pili helu/makemakika (huinanui, paukū/palena, hualoa'a,	Paukū/pale na- need to discuss. Paukū- entity Left "for example" out.

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			<p>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.</p> <p>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 $s = 1/2$.</p>	<p>heluho'onui, helupuka, ka'ilau); 'ike i kekahi māhele o ka ha'ihelu ma ke 'ano he paukū ho'okahi.</p> <p>i. Ana i ka ha'ihelu ma ka waiwai kiko'i o kona hualau. Nānā pū i nā ha'ihelu i ulu mai nā ha'ilula i ho'ohana 'ia ma nā polopolema/nane ha'i o ka nohona. Hana i nā hana ho'omākalakala, a me nā hana pāho'onui helu piha, i ke ka'ina kūmau i ka 'ole o nā kahaapo e hō'ike ana i kekahi ka'ina hana kiko'i (Ke Ka'ina Hana Ho'omākalakala).</p>	
		6.EE.3	Apply the properties of operations as strategies to generate equivalent expressions. For example,	Ho'ohana i nā 'anopili o ka hana ho'omākalakala ma ke 'ano he mau ka'akālai e ho'opuka i nā ha'ihelu kaulike.	Did not translate "for example."

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			apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.		
		6.EE.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.	Ho'omaopopo i ke kaulike o 'elua ha'ihelu (e la'a, i ka manawa e ha'i inoa ai 'elua mau ha'ihelu i ka helu ho'okahi, a he mea iki ka waiwai o ka helu e ho'okomo 'ia ma ka ha'ihelu).	Did not translate "for example."
	Reason about and solve one-variable equations and inequalities.	6.EE.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.	Maopopo ka ho'omākalakala 'ana i ka ha'ihelu a i 'ole ka ha'ihelu kaulike 'ole ma ke 'ano he ki'ina hana no ka pane 'ana i ka nīnau: 'o ka waiwai hea o kekahi 'ōpa'a/hui ka helu e pololei ai ia ha'ihelu a i 'ole ia ha'ihelu kaulike 'ole? Ho'ohana i ka pani hakahaka 'ana e ho'oholo i ka helu o kekahi 'ōpa'a/hui e pololei ai ia ha'ihelu a i 'ole ia ha'ihelu kaulike 'ole.	Need to clarify usage of ho'omapop o as "identify" and /or "understand ." Ha'ihelu= expression and equation

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					Kaulike 'ole= inequality
		6.EE.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.	Ho'ohana i ka hualau e kū i nā helu a kākau i ka ha'ihelu i ka ho'omākalakala 'ana i nā polopolema/nane ha'i o ka nohona a i 'ole ka makemakika/pili helu; maopopo ke kū 'ana o ka hualau i hō'ailona no ka helu i 'ike 'ole 'ia, a i 'ole kekahi helu ma ka 'ōpa'a/hui, akā aia i ke kumu o ka hana.	
		6.EE.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.	Ho'omākalakala i nā polopolema/nane ha'i o ka nohona a i 'ole ka makemakika/pili helu ma o ke kākau 'ana a me ka ho'omākalakala 'ana i nā ha'ihelu ma ke 'ano $x + p = q$ a me $px = q$ a he mau helu rational 'i'o 'ole ka p , q a me x .	
		6.EE.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.	Kākau i ka ha'ihelu kaulike 'ole ma ke 'ano $x > c$ a i 'ole $x < c$ e hō'ike i ke kūlana palena a i 'ole alaina ma ka polopelema/nane ha'i o ka nohona a i 'ole ka makemakika/pili helu. Ho'okū'ike i ke kaulike 'ole ma ke 'ano $x > c$ a i 'ole $x < c$ a me kona mau hā'ina pau 'ole; hō'ike i nā ha'ina o ia mau kaulike 'ole ma ke ki'ikuhi laina helu.	
	Represent	6.EE.9	Use variables to represent two	Ho'ohana i nā hualau e kū i 'elua	No example

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	and analyze quantitative relationships between dependent and independent variables.		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.	nui i ka polopolema/nane ha'i o ka nohona e loli ana ma muli o ko lāua pilina; kākau i ka ha'ihelu e hō'ike i ho'okahi nui, kapa 'ia he hualau kauka'i, i pili i ka nui a'e, kapa 'ia he hualau kū'oko'a. Kālailai i ka pilina o ka hualau kauka'i a me ka hualau kū'oko'a, me ka ho'ohana 'ana i nā pakuhi a me nā pakuhi papa, a ho'opili aku i ka ha'ihelu.	translated
Geometry	Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.1	Find 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.	Huli i ka 'ili o ka huinakolu kūpono, nā huinakolu 'ē a'e, nā huinahā kūikawā, a me nā huinalehulehu ma ka ho'opāku'i 'ana a i huinahā lō'ihia a i 'ole ma ka ho'ohemo 'ana a i huinakolu a i 'ole i kinona hou aku; ho'ohana i kēia mau ki'ina hana i ka pō'aiapili o ka ho'omākalakala 'ana i nā polopelema/nane ha'i o ka nohona a i 'ole makemakika/pili helu.	

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		6.G.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 $V = l w h$ 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.	Huli i ka pihanahaka o ka 'ōpaka huinahā lō'ihī kūpono nona nā ka'e hakina ma o ka ho'opiha 'ia e nā palaka anakahi o ke anakahi ka'e hakina kūpono, a hō'ike he like a like ka pihanahaka me ka ho'onui 'ana i nā ka'e o ka 'ōpaka. Ho'ohana i ka ha'ilula $V = l w h$ a i 'ole $V = b h$ e huli a loa'a ka pihanahaka o ka 'ōpaka huinahā lō'ihī kūpono nona nā ka'e hakina i ka pō'aiapili o ka ho'omākalakala 'ana i nā polopolema/nane ha'i o ka nohona a i 'ole ka makemakika/pili helu.	with unit cubes of the appropriate unit fraction edge lengths- not translated
		6.G.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.	Kahaki'i i nā huina lehulehu ma ka papa kuhikuhina ke hā'awi 'ia ka pa'a helu kuhikuhina no nā kihi'aki; ho'ohana i nā pa'a helu kuhikuhina e huli i ka lō'ihī o ka 'ao'ao e pāku'i ana i nā kiko o ka helu kuhikuhina mua like a i 'ole ke kuhikuhina 'alua like. Ho'ohana i kēia ki'ina hana i ka pō'aiapili o ka ho'omākalakala 'ana i nā nane ha'i/polopolema o ka nohona a i 'ole ka makemakika/pili helu.	'alua- check
		6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface	Hō'ike i nā kinona pa'a ma nā 'upena i haku 'ia me nā huinahā lō'ihī a me nā huinakolu, a ho'ohana i ia mau 'upena e huli i ka 'ili o ua	

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			area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	mau kinona nei. Ho'ohana i kēia mau ki'inahana i ka pō'aiapili o ka ho'omākalakala 'ana i nā nane ha'i/polopolema o ka nohona a i 'ole ka makemakika/pili helu.	
Statistics and Probability	Develop understanding of statistical variability.	6.SP.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.	Ho'okū'ike i ka nīnau 'ikepili helu he mea e wānana i ka lolēlua 'ana o ka 'ikepili e pili i ka nīnau a hō'ike 'ia 'o ia ma nā pane.	Example not translated but clarifies the question well.
		6.SP.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.	Maopopo he ho'oili ko ka 'ikepili i 'ili'ili 'ia e pane i ka nīnau 'ikepili helu i hiki ke wehewehe 'ia ma kona kikowaena, kona waiho, a me kona nui kino.	
		6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.	Ho'okū'ike i ke kikowaena o ka 'ōpa'a/hui 'ikepili helu he mea e hō'ulu'ulu 'ia ai nā waiwai a pau ma ka helu ho'okahi, akā na'e, na ka laulā e wehewehe i ka lolēlua o kona waiwai ma ka helu ho'okahi.	Laulā-range (measure of variation)
	Summarize and describe	6.SP.4	Display numerical data in plots on a number line, including dot	Hō'ike'ike i ka 'ikepili/ike helu ma nā kiko ma ka laina helu, a me ka	

Domain	Cluster	Code	Common Core Standard	Hawaiian Translation	Notes
	distributions.		plots, histograms, and box plots.	pakuhi kiko, ka pakuhi 'aukā alapine, a me ka pakuhi pahu.	
		6.SP.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.	Hō'ulu'ulu i ka 'ikepili/'ike helu ma ko lākou pilina i ka pō'aiapili pēnei: a. Ha'ilono i ka nui o ke kaulona 'ana. e. Wehewehe i ke 'ano o ka hi'ohi'ona e noi'i 'ia ana, a me kona ana 'ia 'ana a me kona anakahi. i. Hā'awi i ke ana nui o ke kikowaena (ka 'awelike a i 'ole/a me ke kūwaena) a me ka lolelua (ka laulā interquartile a me/a i 'ole ka haiahū waiwai 'i'o kūwaena), a wehewehe i ka lauana holo'oko'a a me ka haiahū ahuwale 'ana mai ka lauana ma'amau e pili i ka pō'aiapili o ka 'ohi 'ikepili. o. Ho'opili i ke koho 'ana i ke ana kikowaena a me ke ana lolelua i ke kinona o ka ho'oili 'ikepili a me ka pō'aiapili o ka 'ohi 'ikepili.	Qualitative? Nui Variable-hualau/hualau No word for interquartile