

Essential Elements for 10th grade 1st quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.9-10.4	Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
		Initial Precursor:	Can determine some of the relevant words for describing people, places, things, or events familiar to the student
		Distal Precursor:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones
		Proximal Precursor:	Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text
		Target:	Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech
		Successor:	Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impacts the meaning that a reader derives from an informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.9-10.5	Locate sentences that support an author's central idea or claim.
		Initial Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Distal Precursor:	Can answer who and what questions about concrete details in a familiar informational text to demonstrate his or her understanding
		Proximal Precursor:	Can determine which details in an informational text are important
		Target:	Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation
		Successor:	Can distinguish between claims that a speaker or author supports with evidence from those that are not factually supported
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.9-10.8	Determine how the specific claims support the argument made in an informational text

	Initial Precursor:	Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think
	Distal Precursor:	Can determine the specific claims made by a speaker or author
	Proximal Precursor:	Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation
	Target:	Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic
	Successor:	Can determine if the structure of the text contributes to the author's claims. Students can identify how word choice and organization enhance an author's claim

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.	
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations
	N-CN.2.c	Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.
	Initial Precursor:	☑ Recognize separateness
	Distal Precursor:	☑ Recognize a unit ☑ Explain place value for ones and tens ☑ Explain ten as a composition of ten ones
	Proximal Precursor:	☑ Multiply 2 decimals with digits in the tenths place
	Target:	☑ Solve word problems involving multiplication with rational numbers
	Successor:	☑ Solve multi-step problems with rational numbers
Major Claim	Students demonstrate increasingly complex understanding of number sense.	
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations
	N-RN.1	Determine the value of a quantity that is squared or cubed.
	Initial Precursor:	☑ Combine ☑ Combine sets ☑ Demonstrate the concept of addition
	Distal Precursor:	☑ Explain repeated addition ☑ Represent repeated addition with a model ☑ Solve repeated addition problems

	Proximal Precursor:	<input type="checkbox"/> Explain product <input type="checkbox"/> Explain multiplication problems <input type="checkbox"/> Demonstrate the concept of multiplication
	Target:	<input type="checkbox"/> Evaluate expressions with whole number exponents
	Successor:	<input type="checkbox"/> Explain perfect cubes <input type="checkbox"/> Explain perfect squares

Physical Education

T: Differentiate between how oxygen is utilized aerobically and anaerobically
T: Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)

Essential Elements for 10th grade 2nd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.L.9-10.4.a	Use context to determine the meaning of unknown words.
		Initial Precursor:	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines
		Distal Precursor:	Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence
		Proximal Precursor:	Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues
		Target:	Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect
		Successor:	Can infer the meaning of a phrase using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, and cause/effect
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.L.9-10.5.b	Determine the intended meaning of multiple meaning words.
		Initial Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Distal Precursor:	Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")
		Proximal Precursor:	Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words
		Target:	Can identify the intended meaning of multiple meaning words in a text
		Successor:	Student exhibits understanding that words with multiple meanings can be used for humor

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RI.9-10.3	Determine logical connections between individuals, ideas or events in a text	
		Initial Precursor:	As a result of experience with a routine, the student is able to identify actions associated with the routine
		Distal Precursor:	Can identify the order in which two events occur in an informational text
		Proximal Precursor:	Can identify the relationship between multiple concrete facts or details in a literature or informational text
		Target:	Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text
		Successor:	Can determine how the individuals, ideas, events, and other details change over the course of an informational text

Math

Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C2.1	Understand and use geometric properties of two- and three-dimensional shapes	
	G-CO.6-8	Identify corresponding congruent and similar parts of shapes	
		Initial Precursor:	☐ Recognize same ☐ Recognize different
		Distal Precursor:	☐ Match the same two-dimensional shape with different sizes and same orientation ☐ Match the same two-dimensional shape with same size and same orientation ☐ Match the same three-dimensional shape with different size and same orientation ☐ Match the same three-dimensional shape with same size and same orientation
		Proximal Precursor:	☐ Recognize congruent figures ☐ Recognize similar figures
		Target:	☐ Explain congruent figures ☐ Explain similar figures
		Successor:	☐ Explain the relationship between congruent figures and transformation ☐ Explain the relationship between similar figures and transformation

Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		
Conceptual Area	M.C3.2	Represent and interpret data displays	
	S-ID.1-2	Given data, construct a simple graph (table, line, pie, bar, or picture) and interpret the data.	
		Initial Precursor:	<input type="checkbox"/> Classify <input type="checkbox"/> Order Objects
		Distal Precursor:	<input type="checkbox"/> Recognize the structure of a bar graph <input type="checkbox"/> Recognize the structure of a picture graph <input type="checkbox"/> Recognize the structure of a line graph <input type="checkbox"/> Recognize the structure of a pie chart
		Proximal Precursor:	<input type="checkbox"/> Use bar graphs to read the data <input type="checkbox"/> Use picture graphs to read the data <input type="checkbox"/> Use line graphs to read the data <input type="checkbox"/> Use pie charts to read the data
		Target:	<input type="checkbox"/> Use graphs to read beyond the data <input type="checkbox"/> Represent data using bar graph <input type="checkbox"/> Represent data using picture graph <input type="checkbox"/> Represent data using line graph <input type="checkbox"/> Represent data using pie charts
		Successor:	<input type="checkbox"/> Use graphs to read beyond the data

Physical Education

T: Show personal etiquette, respect, and safety skills during physical activities
T: Identify strategies for including persons of diverse backgrounds and abilities in physical activities

Essential Elements for 10th grade 3rd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.W.9-10.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text	
		Initial Precursor:	Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.)
		Distal Precursor:	Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline)
		Proximal Precursor:	Can include domain-specific vocabulary when writing an informative text
		Target:	Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims)
		Successor:	Can include academic words when writing an informative text on a topic
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.W.9-10.2.f	Provide a closing.	
		Initial Precursor:	As a result of the experience with a routine, the student is able to identify the end or completion of a routine
		Distal Precursor:	Can produce a universal ending in writing (e.g., the student can write "the end")
		Proximal Precursor:	Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text
		Target:	Can produce a conclusion for a text he or she is writing
		Successor:	Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece

Math

Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions		
Conceptual Area	M.C4.1	Use operations and models to solve problems	
	A-CED.2-4	Solve one-step inequalities.	

		Initial Precursor:	<ul style="list-style-type: none"> ☑ Partition sets ☑ Combine sets
		Distal Precursor:	<ul style="list-style-type: none"> ☑ Represent division with equations ☑ Represent subtraction with equations ☑ Represent addition with equations ☑ Represent multiplication with equations
		Proximal Precursor:	☑ Solve linear equalities in one variable
		Target:	<ul style="list-style-type: none"> ☑ Solve linear inequalities in 1 variable ☑ Represent solutions of inequalities on a number line
		Successor:	☑ Explain solution to a linear inequality in one variable
Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions		
Conceptual Area	M.C4.2	Understand patterns and functional thinking	
	A-SSE.4	Determine the successive term in a geometric sequence given the common ratio.	
		Initial Precursor:	<ul style="list-style-type: none"> ☑ Classify ☑ Contrast objects ☑ Order objects
		Distal Precursor:	<ul style="list-style-type: none"> ☑ Recognize symbolic patterns ☑ Recognize sequence
		Proximal Precursor:	<ul style="list-style-type: none"> ☑ Recognize the recursive rule for geometric sequences ☑ Recognize geometric sequences
		Target:	☑ Extend a geometric sequence by applying the recursive rule
		Successor:	☑ Determine the term in a geometric sequence given the nth term formula

Physical Education

T: Identify the relationship between warmup, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries.
T: Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities

Essential Elements for 10th grade 4th quarter

Language Arts

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C.2.2	Use writing to communicate	
	EE.W.9-10.2.b	Develop the topic with facts or details.	
		Initial Precursor:	Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events
		Distal Precursor:	Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events
		Proximal Precursor:	Student is able to put facts or details identified about a topic into writing
		Target:	Can develop a topic with facts or details related to the topic
		Successor:	Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational text

Math

Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions		
Conceptual Area	M.C4.2	Understand patterns and functional thinking	
	F-BF.1	Select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change	
		Initial Precursor:	<input type="checkbox"/> Order objects <input type="checkbox"/> Arrange objects in pairs
		Distal Precursor:	<input type="checkbox"/> Explain y-coordinate <input type="checkbox"/> Explain coordinate pairs (ordered pairs) <input type="checkbox"/> Explain x-coordinate
		Proximal Precursor:	<input type="checkbox"/> Recognize covariation <input type="checkbox"/> Recognize direction of covariation <input type="checkbox"/> Describe rate of change in a graph
		Target:	Represent real-world problems as graphs
		Successor:	<input type="checkbox"/> Solve real-world problems by interpreting linear function graphs

Physical Education

T: Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment (e.g., basic first aid, CPR, calling 911)