

Essential Elements for 11th 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.RL.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings	
		Initial Precursor:	Can identify elements in a story (characters, other key details in the text) when asked
		Distal Precursor:	Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative
		Proximal Precursor:	Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it
		Target:	Can analyze the explicit and implicit meanings of a narrative and provide citations as evidence supporting each of the different meanings
		Successor:	Can determine when strong evidence is presented in a text and can use it when citing the text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RL.11-12.2	Recount the main events of the text which are related to the theme or central idea.	
		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 theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative
		Proximal Precursor:	Can determine the events that are relevant to the theme or central idea and help the reader to infer it
		Target:	The student can recount the most important events from a story
		Successor:	Can analyze the way the characters, setting, and plot contribute to the development of the theme across the course of a literature text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RL.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning	

	Initial Precursor:	Can provide real-life examples of words connected to a use (describe people who are friendly)
	Distal Precursor:	Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)
	Proximal Precursor:	Can demonstrate an understanding that words might have a slightly different meaning or use depending on the specific context in which they are used
	Target:	Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use
	Successor:	Can identify the words and phrases used by a narrative's author to create mystery, tension, or surprise

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.	
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations
	S-CP.1-5	Identify when events are independent or dependent.
	Initial Precursor:	☐ Compare objects for sameness ☐ Arrange objects in pairs ☐ Contrast objects
	Distal Precursor:	☐ Classify
	Proximal Precursor:	☐ Recognize possible outcomes ☐ Explain simple events ☐ Recognize impossible outcomes
	Target:	☐ Determine if 2 events are independent or dependent
	Successor:	☐ Explain compound events
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-MG.1-3	Use properties of geometric shapes to describe real-life objects.

	Initial Precursor:	☑Recognize same ☑Recognize different
	Distal Precursor:	☑Match the same two-dimensional shape with same size and same orientation ☑Match the same two-dimensional shape with different size and same orientation ☑Match the same three-dimensional shapes with same size and same orientation ☑Match the same three-dimensional shapes with different size and same orientation
	Proximal Precursor:	☑Recognize squares, circles, triangles, rectangles, cubes, cones, cylinders, and/or spheres
	Target:	☑Use geometric shapes to describe objects
	Successor:	☑Use geometric methods to solve design problems

Science

Major Claim	Matter and Its Interactions		
Conceptual Area	PS1.A	Structure and Properties of Matter	
		EE.HS-PS1-2	Make a claim supported by evidence to explain patterns of chemical properties that occur in a
		Initial Precursor:	Recognize that a change has occurred during a chemical reaction
		Precursor:	Identify the changes that have occurred during a chemical reaction (e.g., metal-rust, paper-burn)
		Target:	Make a claim supported by evidence to explain patterns of chemical properties that occur in a substance during a common chemical reaction (e.g., baking soda and vinegar)
Major Claim	Motion and Stability: Forces and Interactions		
Conceptual Area	PS2.A	Forces and Motion	
		EE.HS-PS2-3	Evaluate the effectiveness of safety devices and design a solution that could minimize the force of a collision.
		Initial Precursor:	Identify safety equipment devices that minimize force of a collision (e.g., floor mats, helmets, or steel-toed boots)

			Precursor:	Use data to compare the effectiveness of safety devices to determine which best minimizes the force of a collision
			Target:	Evaluate the effectiveness of safety devices and design a solution that could minimize the force of a collision
Major Claim	Energy			
Conceptual Area	PS3.B	Conservation of Energy and Energy Transfer		
		EE.HS-PS3-4	Investigate and predict the temperatures of two liquids before and after combining to show uniform energy distribution.	
			Initial Precursor:	Compare relative difference in temperature (warmth, coldness) of two liquids
			Precursor:	Compare the temperatures of two liquids of different temperatures before and after combining
			Target:	Investigate and predict the temperatures of two liquids before and after combining to show uniform energy distribution

Physical Education

T: Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)
T: Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)

Essential Elements for 11th 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.RI.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
		Initial Precursor:	Can identify elements in a story (characters, other key details in the text) when asked
		Distal Precursor:	Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative
		Proximal Precursor:	Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it
		Target:	Can analyze the explicit and implicit meanings of a narrative and provide citations as evidence supporting each of the different meanings
		Successor:	Can determine when strong evidence is presented in a text and can use it when citing the text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.11-12.2	Determine the central idea of a text; recount the text.
		Initial Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Distal Precursor:	Can find two points made by an author of an informational text that relate to each other
		Proximal Precursor:	Can summarize an informational text, including relevant details and descriptive information
		Target:	Can recall and describe the events and details in an informational text in the same order as they appeared in the text
		Successor:	Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	

	EE.RL.11-12.3	Determine how characters, the setting or events change over the course of the story or drama.	
		Initial Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Distal Precursor:	Can identify the key elements in a story, including the main characters, setting, and the major events
		Proximal Precursor:	Can determine the changes or development that occurs in a specific character in a narrative
		Target:	Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative
		Successor:	Can describe the series of episodes comprising the plot and how characters respond or change throughout them

Math

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.3	Interpret general trends on a graph or chart
		Initial Precursor:	<input type="checkbox"/> Order objects <input type="checkbox"/> Classify
		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 plot (dot plot) <input type="checkbox"/> Recognize the structure of a pie chart
		Proximal Precursor:	<input type="checkbox"/> Recognize symmetric distribution <input type="checkbox"/> Recognize outliers <input type="checkbox"/> Recognize peaks in data distribution <input type="checkbox"/> Recognize variability in a data set
		Target:	<input type="checkbox"/> Analyze overall shape of the data distribution <input type="checkbox"/> Draw inferences by interpreting general trends on a graph or chart
		Successor:	<input type="checkbox"/> Draw inferences by comparing two data sets
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-SSE.1	Identify an algebraic expression involving one arithmetic operation to represent a real-world problem.
		Initial Precursor: ☒Combine sets
		Distal Precursor: ☒Represent subtraction with equations ☒Represent addition with equations ☒Represent multiplication with equations ☒Represent division with equations
		Proximal Precursor: ☒Represent the unknown in an equation ☒Represent expressions with variables
		Target: ☒Represent real-world problems as equations ☒Represent real-world problems as expressions
		Successor: ☒Solve real-world problems using equations with non-negative rational numbers

Science

Major Claim	From Molecules to Organisms: Structure and Processes		
Conceptual Area	LS1.A	Structure and Function	
		EE.HS-LS1-2	Use a model to illustrate the organization and interaction of major organs into systems (e.g.,
		Initial Precursor:	Recognize that different organs have different functions
		Precursor:	Identify which organs work for a specific function
		Target:	Use a model to illustrate the organization and interaction of major organs into systems (e.g., circulatory, respiratory, digestive, sensory) in the body to provide specific functions
Major Claim	Ecosystems: Interactions, Energy, and Dynamics		
Conceptual Area	LS2.A:	Interdependent Relationships in Ecosystems	
		EE.HS-LS2-2	Use a graphical representation to explain the dependence of an animal population on other organisms
		Initial Precursor:	Identify food and shelter needs for familiar wildlife
		Precursor:	Recognize the relationship between population size and available resources for food and shelter from a graphical representation

Target:	Use a graphical representation to explain the dependence of an animal population on other organisms for food and their environment for shelter
---------	--

Physical Education

T: Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
T: Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports

Essential Elements for 11th 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.RL.11-12.5	Determine how the author's choice of where to end the story contributes to the meaning.	
		Initial Precursor:	Can identify the major events of a familiar story
		Distal Precursor:	Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure
		Proximal Precursor:	Student determines how structure contributes to the meaning of a story
		Target:	Can identify how an author ends a story impacts the meaning of the narrative
		Successor:	Can compare and contrast how meaning and style is transferred across multiple texts based on their text structure
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.W.11-12.2.c	Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	
		Initial Precursor:	Can produce utterances comprising of two words
		Distal Precursor:	Can use two words together when producing a written text
		Proximal Precursor:	Can write coherent, semantically accurate, and grammatically correct simple sentences
		Target:	Can write coherent, semantically accurate, and grammatically correct simple sentences. Can write coherent, semantically accurate, and grammatically correct compound sentences. Can write complex sentences that contain one independent clause with one or more dependent clauses and are grammatically correct
		Successor:	Can write compound-complex sentences by combining the elements of compound and complex sentences

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.2	Determine an arithmetic sequence with whole numbers when provided a recursive rule.	

	Initial Precursor:	☒ Classify ☒ Contrast objects ☒ Order objects
	Distal Precursor:	☒ Recognize symbolic patterns ☒ Recognize sequence
	Proximal Precursor:	☒ Recognize arithmetic sequences ☒ Recognize the recursive rule for arithmetic sequences
	Target:	☒ Extend an arithmetic sequence by applying the recursive rule
	Successor:	☒ Determine the term in an arithmetic sequence given the nth term formula

Science

Major Claim	Biological Evolution:Unity and Diversity		
Conceptual Area	LS4.C	Adaptation	
		EE.HS-LS4-2	Explain how the traits of particular species that allow them to survive in their specific environments.
		Initial Precursor:	Match particular species to their various environments
		Proximal Precursor:	Identify factors in an environment that require special traits to survive
		Target:	Explain how the traits of particular species allow them to survive in their specific environments
Major Claim	Earth's Place in the Universe		
Conceptual Area	ESS1.B	Earth and the Solar System	
		EE.HS-ESS1-4	Use a model of Earth and the Sun to show how Earth's tilt and orbit around the sun cause changes in seasons.
		Initial Precursor:	Identify characteristics of theseasons
		Proximal Precursor:	Use a model of Earth and sun to show how Earth's positions in its orbit around the Sun correspond with the four seasons
		Target:	Use a model of Earth and the Sun to show how Earth's tilt and orbit around the Sun cause changes in seasons

Physical Education

T: Consistently demonstrate skill competency in a variety of individual, dual and team sports

Essential Elements for 11th grade 4th quarter

Language Arts

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.W.11-12.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.	
		Initial Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Distal Precursor:	Student is able to select domain-specific words to use for writing about a topic
		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.C2.2	Use writing to communicate	
	EE.W.11-12.2.a	Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts,	
		Initial Precursor:	Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic.
		Distal Precursor:	Can write about a specific topic using facts and details to describe the topic
		Proximal Precursor:	Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic
		Target:	Can write an informational piece that includes a clearly introduced topic as well as ideas, concepts, and information. Students may use visual, tactual, or multimedia information to convey information as appropriate

	Successor:	Can write an informative/explanatory text that includes an introduction of the topic under discussion, groups related information together, and includes illustrations if helpful to understand writing
--	------------	---

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-IF.1-3	Use the concept of function to solve problems.	
		Initial Precursor:	<input type="checkbox"/> Order objects <input type="checkbox"/> Arrange objects in pairs
		Distal Precursor:	<input type="checkbox"/> Explain x-coordinate <input type="checkbox"/> Explain y-coordinate <input type="checkbox"/> Explain coordinate pairs (ordered pairs)
		Proximal Precursor:	<input type="checkbox"/> Describe the rate of change in a table <input type="checkbox"/> Describe rate of change in a graph
		Target:	<input type="checkbox"/> Solve real-world problems by interpreting linear function graphs <input type="checkbox"/> Solve real-world problems by interpreting linear function tables
		Successor:	<input type="checkbox"/> Use graphs to read beyond the data <input type="checkbox"/> Use tables to predict function values

Science

Major Claim	Earth and Human Activity		
Conceptual Area	ESS3.A:	Natural Resources	
	EE.HS-ESS3-2	Construct an argument for a strategy to conserve, recycle, or reuse resources.	
		Initial Precursor:	Recognize strategies to manage objects (e.g., dispose, repurpose, or recycle)
		Precursor:	Describe the factors that would favor one strategy to conserve, recycle, or reuse resources over another
		Target:	Construct an argument for a strategy to conserve, recycle, or reuse resources
Major Claim	Earth and Human Activity		

Conceptual Area	ESS3.C:	Human Impacts on Earth Systems	
	EE.HS-ESS3-3	Analyze data to determine the effects of a conservation strategy on the level of a natural resource.	
		Initial Precursor:	Gather data on the effects of a local (e.g., class or school-wide) conservation strategy
		Precursor:	Organize data on the effects of conservation strategies (e.g., using less energy, using rechargeable batteries, recycling or repurposing materials)
		Target:	Analyze data to determine the effects of a conservation strategy on the level of a natural resource

Physical Education

T: Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities
T: Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities