

Essential Elements for 6th grade 1st quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
		EE.RI.6.5	Determine how the title fits the structure of the text
		Initial Precursor:	Demonstrates receptive understanding of the action words that accompany familiar games or routines
		Distal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Proximal Precursor:	Can determine if an informational text is providing information about events, giving directions, or providing information on a topic
		Target:	Can understand how the title indicates information about or fits the structure of an informational text
		Successor:	Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RL.6.1	Determine what a text says explicitly as well as what simple inferences must be drawn
		Initial Precursor:	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object
		Distal Precursor:	Can identify the key elements in a story, including the main characters, setting, and the major events
		Proximal Precursor:	Can identify the concrete details, such as characters, objects, setting, and major events that are specifically stated in a narrative text
		Target:	Can analyze a narrative and differentiate between explicitly-stated information and implications in the text that require an inference
		Successor:	Can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RL.6.2	Identify details in a text that are related to the theme or central idea.

		Initial Precursor:	Can pair an object with a picture, tactile graphic, or other symbolic representation of the object
		Distal Precursor:	Can identify elements in a story (characters, other key details in the text) when asked
		Proximal Precursor:	Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions
		Target:	Can determine the details that provide for the foundation of the theme in a narrative
		Successor:	Can determine the events that provide for the foundation of the theme in a narrative
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RL.6.4	Determine how word choice changes the meaning in a text.	
		Initial Precursor:	Can understand adjectives in others' speech
		Distal Precursor:	Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down)
		Proximal Precursor:	Can understand that words might have a slightly different meaning or use depending on the specific context in which they are used
		Target:	Can ascertain how the meaning of a narrative is influenced by the author's choice of words
		Successor:	Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RL.6.6	Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	
		Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Distal Precursor:	Can identify the feelings of specific characters in narratives
		Proximal Precursor:	Can determine who the narrator is in a story he or she is reading

Target:	Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as "I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion"
Successor:	Compares the points of views of two characters or narrators in a text

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)	
	6.RP.1	Demonstrate a simple ratio relationship	
		Initial Precursor:	<input type="checkbox"/> Recognize wholeness <input type="checkbox"/> Recognize a unit <input type="checkbox"/> Recognize parts of a given whole or a unit
		Distal Precursor:	<input type="checkbox"/> Model equal part
		Proximal Precursor:	<input type="checkbox"/> Partition any shape into equal parts <input type="checkbox"/> Explain unit fraction <input type="checkbox"/> Recognize fraction
		Target:	<input type="checkbox"/> Recognize many to 1 ratio <input type="checkbox"/> Represent many to 1 ratio
		Successor:	<input type="checkbox"/> Recognize many to many ratio
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets	
	6.NS.1	Compare the relationships between two unit fractions.	
		Initial Precursor:	<input type="checkbox"/> Recognize wholeness <input type="checkbox"/> Recognize a unit <input type="checkbox"/> Recognize parts of a given whole or unit
		Distal Precursor:	<input type="checkbox"/> Model equal part <input type="checkbox"/> Partition any shape into equal parts
		Proximal Precursor:	<input type="checkbox"/> Recognize fraction <input type="checkbox"/> Explain unit fraction <input type="checkbox"/> Recognize numerator <input type="checkbox"/> Recognize denominator
		Target:	<input type="checkbox"/> Explain relationships between unit fractions

		Successor:	<input type="checkbox"/> Explain numerator <input type="checkbox"/> Explain denominator <input type="checkbox"/> Compare fractions using models <input type="checkbox"/> Decompose a fraction into a sum of unit fractions with the same denominator <input type="checkbox"/> Add fractions with common denominators
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets	
	6.NS.5-8	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).	
		Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize set
		Distal Precursor:	<input type="checkbox"/> Count all objects in a set or subset <input type="checkbox"/> Recognize different number of <input type="checkbox"/> Recognize same number of <input type="checkbox"/> Recognize fewer number of <input type="checkbox"/> Recognize more number of
		Proximal Precursor:	<input type="checkbox"/> recognize opposite numbers
		Target:	<input type="checkbox"/> Use positive and negative numbers in real-world contexts
		Successor:	<input type="checkbox"/> Relate the meaning of 0 to positive and negative numbers in real-world contexts <input type="checkbox"/> Explain inequalities from real world context

Physical Education

T: Identify activities that develop skill related fitness
T: Interpret personal health related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)
T: Evaluate decision-making behaviors as they affect wellness
T: Describe target heart rate as it relates to cardio respiratory endurance
T: Explain how the muscular system and skeletal system work together to move the body

Essential Elements for 6th 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.6.1	Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
		Initial Precursor:	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object
		Distal Precursor:	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text
		Proximal Precursor:	Able to identify explicit details in an informational text
		Target:	Can analyze an informational text and differentiate between explicitly-stated information and implications in the text that require an inference
		Successor:	Student can determine both explicit information and can identify within the text where an inference is needed (they still don't necessarily have to be able to make the inference)
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.6.2	Determine the main idea of a passage and details or facts related to it
		Initial Precursor:	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines
		Distal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Proximal Precursor:	Can determine which details in a paragraph of an informational text are important
		Target:	Can determine which details contained within a paragraph of an informational text provide an important contribution to the paragraph's main idea
		Successor:	Can determine which key details in an informational text support the main idea of the whole text or a section of it

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.6.4	Determine how word choice changes the meaning of a text.
		Initial Precursor:	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines
		Distal Precursor:	Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down)
		Proximal Precursor:	Can understand that words might have a slightly different meaning or use depending on the specific context in which they are used
		Target:	Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes
		Successor:	Can determine how word choice in an informational text is used to persuade or inform
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.6.6	Identify words or phrases in the text that describe or show the author's point of view.
		Initial Precursor:	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines
		Distal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Proximal Precursor:	Can identify the relationship between multiple concrete facts or details in a literature or informational text
		Target:	Can identify words or phrases for determining the point of view of an informational text's author
		Successor:	Can identify the author's point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.6.8	Distinguish claims in a text supported by reason.
		Initial Precursor:	Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or difference based on the physical characteristics of objects

Distal Precursor:	Can identify the details that have some relationship to the topic of a paragraph in an informational text
Proximal Precursor:	Can determine the details used to defend a claim in a text
Target:	Can distinguish between claims that a speaker or author supports with evidence from those that are not factually supported
Successor:	Can determine the specific points that an author or speaker uses that corroborate and support a 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	
	6.NS.2	Apply the concept of fair share and equal shares to divide.	
		Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize set <input type="checkbox"/> Recognize subset
		Distal Precursor:	<input type="checkbox"/> Partition sets <input type="checkbox"/> Partition sets into equal subsets
		Proximal Precursor:	<input type="checkbox"/> Explain repeated subtraction <input type="checkbox"/> Represent repeated subtraction with an equation <input type="checkbox"/> Represent repeated subtraction with a model
		Target:	<input type="checkbox"/> Demonstrate the concept of division
		Successor:	<input type="checkbox"/> Divide by 1,2,3,4,5, or 10
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations	
	6.NS.3	Solve two-factor multiplication problems with products up to 50 using concrete objects and/or a calculator.	
		Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize set <input type="checkbox"/> Recognize subset
		Distal Precursor:	<input type="checkbox"/> Explain repeated addition <input type="checkbox"/> Represent repeated addition with an equation <input type="checkbox"/> Solve repeated addition problems
		Proximal Precursor:	<input type="checkbox"/> Demonstrate the concept of multiplication
		Target:	<input type="checkbox"/> Multiply by 1, 2, 3, 4, and/or 5

		Successor:	<input type="checkbox"/> Apply the relationship between multiplication and division <input type="checkbox"/> Divide by 1, 2, 3, 4, and/or 5
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C2.2	Solve problems involving area, perimeter, and volume	
	6.G.1	Solve real-world and mathematical problems about area using unit squares.	
		Initial Precursor:	<input type="checkbox"/> Recognize some <input type="checkbox"/> Recognize separateness
		Distal Precursor:	<input type="checkbox"/> Explain unit square <input type="checkbox"/> Explain area
		Proximal Precursor:	<input type="checkbox"/> Calculate area by counting unit squares <input type="checkbox"/> Calculate area of a rectangle with tiling
		Target:	<input type="checkbox"/> Solve word problems involving area of rectangles
		Successor:	<input type="checkbox"/> Relate tiling and formula as methods for calculating area of a rectangle <input type="checkbox"/> Calculate area for rectangles with formula

Physical Education

T: Explain how the circulatory system and respiratory system respond to physical activity
T: Explain how rules, safety and etiquette are important concepts in a physical activity setting.
T: Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting
T: Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity).
T: Identify critical elements to improve performance in selected skills (e.g., throw various objects)

Essential Elements for 6th grade 3rd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.L.6.5.a	Identify the meaning of simple similes (e.g., The man was as big as a tree.).	
		Initial Precursor:	Can understand adjectives in others' speech
		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 understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")
		Target:	Can determine the meaning of similes and metaphors
		Successor:	Can interpret figures of speech (or phrases that go beyond a literal interpretation) including idioms, metaphors, and similes
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.L.6.5.b	Demonstrate understanding of words by identifying other words with similar and different meanings.	
		Initial Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Distal Precursor:	Can demonstrate an understanding of words with opposite meaning (e.g., cold, hot, up, down)
		Proximal Precursor:	Can identify two adjectives or two verbs with a largely opposite meaning
		Target:	Can determine which words relate to a target word by having similar or different meanings. This includes words varying in how similar or different in meaning they are to a target word
		Successor:	Can determine the synonyms and antonyms of a target word based on the similarities and differences in their meaning
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RL.6.3	Can identify how a character responds to a challenge in story.	
		Initial Precursor:	Can perform requested actions on objects. ("Kiss it. Throw it.")
		Distal Precursor:	Student can identify the explicitly-stated actions of characters in a story
		Proximal Precursor:	Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action

		Target:	Student can correctly identify how a character responds to a challenge that is presented within a story
		Successor:	Can identify and recall how characters' actions affect the consequences that occur in the story afterwards
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RL.6.5	Determine the structure of a text (e.g., story, poem, or drama).	
		Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Distal Precursor:	Can identify elements in a story (characters, other key details in the text) when asked
		Proximal Precursor:	Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure
		Target:	Student can use information about structure to make determinations about what comes next in a text
		Successor:	Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RI.6.3	Identify a detail that elaborates upon individuals, events, or ideas introduced in a text	
		Initial Precursor:	Can determine some of the relevant words for describing people, places, things, or events familiar to the student
		Distal Precursor:	Can provide real-life examples of words connected to a use (describe people who are friendly)
		Proximal Precursor:	Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text
		Target:	Can determine when specific details provided in an informational text expand and elaborate on other details in the same text
		Successor:	Can identify details that are related to the main idea of a text

Math

Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C2.2	Solve problems involving area, perimeter, and volume	
	6.G.2	Solve real-world and mathematical problems about volume using unit cubes.	
		Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize enclosure

		Distal Precursor:	<input type="checkbox"/> Explain volume <input type="checkbox"/> Explain a unit cube <input type="checkbox"/> Explain volume as a composition of cube units
		Proximal Precursor:	<input type="checkbox"/> Calculate volume by counting unit cubes <input type="checkbox"/> Calculate volume of a right rectangular prism by packing unit cubes
		Target:	<input type="checkbox"/> Solve word problems involving volume of rectangular prisms
		Successor:	<input type="checkbox"/> Calculate volume of right rectangular prisms with formula
Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures		
Conceptual Area	M.C3.2	Represent and interpret data displays	
	6.SP.5	Summarize data distributions shown in graphs or tables.	
		Initial Precursor:	<input type="checkbox"/> Classify <input type="checkbox"/> Order objects
		Distal Precursor:	<input type="checkbox"/> Recognize that distribution of data can be described by overall shape of a graph <input type="checkbox"/> Recognize the structure of a line plot (dot plot)
		Proximal Precursor:	<input type="checkbox"/> Recognize outliers <input type="checkbox"/> Recognize peaks in data distribution <input type="checkbox"/> Recognize symmetric distribution <input type="checkbox"/> Analyze the overall shape of the data distribution
		Target:	Summarize data by overall shape
		Successor:	<input type="checkbox"/> Use the overall shape of data distribution to recognize appropriate measures of center or spread
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	
	6.EE.1-2	Identify equivalent number sentences.	
		Initial Precursor:	<input type="checkbox"/> Combine sets <input type="checkbox"/> Compare sets
		Distal Precursor:	<input type="checkbox"/> Demonstrate the concept of addition <input type="checkbox"/> Demonstrate the concept of subtraction
		Proximal Precursor:	<input type="checkbox"/> Represent addition with equations <input type="checkbox"/> Represent the unknown in an equation <input type="checkbox"/> Represent subtraction with equations
		Target:	<input type="checkbox"/> Evaluate if equations are true or false <input type="checkbox"/> Recognize equivalent algebraic expressions
		Successor:	<input type="checkbox"/> Use properties of addition to create an equivalent algebraic expression

T: Apply fundamental and sequential skills in game situations with increased proficiency.
T: Demonstrate skills successfully in modified games of increased complexity.
T: Identify terminology, list rules and safety principles appropriate for individual, dual and team sport.
T: Demonstrate basic competence in a variety of individual, dual and team sports
T: Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)

Essential Elements for 6th grade 4th quarter

Language Arts

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
		EE.RI.6.9	Compare and contrast how two texts describe the same event
		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 specific events in a familiar information text
		Proximal Precursor:	Can identify information that indicates the temporal order of ideas or events presented in an informational text
		Target:	Can identify similarities and differences in multiple perspectives of accounts on a single event or topic
		Successor:	Can discover the similarities and differences in how two different informational texts on the same topic present the details to the reader. This presentation would include the specific details that are presented, how the details are arranged, and what is drawn from the details
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
		EE.L.6.2.b	Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
		Initial Precursor:	Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter
		Distal Precursor:	Can produce a string of letters (student attempts to write words) by combining random letters
		Proximal Precursor:	Can use spelling patterns (e.g., rimes) in familiar words to spell new words
		Target:	Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word
		Successor:	Can spell words with inflectional endings (e.g., walked, eats, sleeping)

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.W.6.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate	
		Initial Precursor:	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice
		Distal Precursor:	Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic
		Proximal Precursor:	Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text
		Target:	Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic
		Successor:	Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational 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.6.2.b	Provide facts, details, or other information related to the topic	
		Initial Precursor:	Can determine some of the relevant words for describing people, places, things, or events familiar to the student
		Distal Precursor:	Can identify a photograph or object that is personally relevant to the student from a set of personally relevant and irrelevant photographs or objects and provide a specific detail about it
		Proximal Precursor:	Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences)
		Target:	Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic
		Successor:	Student is able to put facts or details identified about a topic into writing

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	
	6.EE.3	Apply the properties of addition to identify equivalent numerical expressions	
	Initial Precursor:	<input type="checkbox"/> Compare sets <input type="checkbox"/> Combine sets	
	Distal Precursor:	<input type="checkbox"/> Represent the unknown in an equation <input type="checkbox"/> Represent subtraction with equations <input type="checkbox"/> Represent addition with equations	
	Proximal Precursor:	<input type="checkbox"/> Evaluate if equations are true or false <input type="checkbox"/> Apply associative property of addition <input type="checkbox"/> Apply commutative property of addition	
	Target:	<input type="checkbox"/> Recognize equivalent algebraic expressions <input type="checkbox"/> Use properties of addition to create an equivalent algebraic expression	
	Successor:	<input type="checkbox"/> Use properties of operations to generate equivalent expressions involving addition <input type="checkbox"/> Use properties of operations to generate equivalent expressions involving subtraction	
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	
	6.EE.5-7	Match an equation to a real-world problem in which variables are used to represent numbers.	
	Initial Precursor:	<input type="checkbox"/> Partition sets <input type="checkbox"/> Combine sets	
	Distal Precursor:	<input type="checkbox"/> Represent subtraction with equations <input type="checkbox"/> Represent addition with equations	
	Proximal Precursor:	<input type="checkbox"/> Represent expressions with variables <input type="checkbox"/> Represent the unknown in an equation	
	Target:	<input type="checkbox"/> Represent real-world problems as equations	
	Successor:	<input type="checkbox"/> Solve real-world problems using equations with non-negative rational numbers	

Physical Education

T: Demonstrate basic competence in a variety of outdoor pursuits and recreational activities
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T: Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program

T: Describe the benefits of dance as a lifetime activity as it relates to fitness (e.g., flexibility, muscle coordination)

T: Exhibit basic dance skills and fundamentals while demonstrating various dance forms (e.g., folk, line, square, social)

T: Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms