

Essential Elements for 7th 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.7.5	Determine how a fact, step, or event fits into the overall structure of the text	
		Initial Precursor:	Comprehends that all objects have some function or action typically associated with it (object action)
		Distal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
		Proximal Precursor:	Can understand how the title indicates information about or fits the structure of an informational text
		Target:	Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text
		Successor:	Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RL.7.1	Analyze text to identify where information is explicitly stated and where 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 produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information
		Target:	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
		Successor:	Can analyze a narrative to identify what it is stating explicitly and implicitly
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	

	EE.RL.7.2	Identify events 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 events that provide for the foundation of the theme in a narrative
		Successor: Can determine the events that are relevant to the theme or central idea and help the reader to infer it
Major Claim	Students can comprehend text in increasingly complex ways	
Conceptual Area	ELA.C1.2	Construct understandings of text
	EE.RL.7.4	Determine the meaning of simple idioms and figures of speech as they are used in a text.
		Initial Precursor: Can demonstrate understanding of the names of objects or people who are not immediately present
		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 use the surrounding context of a word in a text to determine the meaning of multiple meaning words
		Target: Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative
		Successor: Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text
Major Claim	Students can comprehend text in increasingly complex ways	
Conceptual Area	ELA.C1.2	Construct understandings of text
	EE.RI.7.1	Analyze text to identify where information is explicitly stated and where 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 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:	Can identify words or details to answer a question about explicit information presented in the text
Target:	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)
Successor:	Can determine the difference between what an informational text states explicitly and implicitly

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)	
		7.NS.2.c-d	Express a fraction with a denominator of 10 as a decimal.
		Initial Precursor:	☑Recognize separateness ☑Recognize set
		Distal Precursor:	☑Recognize whole on a set model
		Proximal Precursor:	☑Recognize tenths in a set model ☑Recognize one tenth in a set model
		Target:	☑Explain the decimal point ☑Represent a fraction with a denominator of 10 as a decimal
		Successor:	☑Explain place value for tenths ☑Compare two decimals to tenths using symbols
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)	
		7.RP.1-3	Use a ratio to model or describe a relationship.
		Initial Precursor:	☑Recognize subset ☑Recognize set ☑Recognize separateness
		Distal Precursor:	☑Recognize fraction ☑Explain unit fraction ☑Partition any shape into equal parts

		Proximal Precursor:	<input type="checkbox"/> Explain ratio <input type="checkbox"/> Recognize many to 1 ratio
		Target:	<input type="checkbox"/> Recognize many to many ratio <input type="checkbox"/> Represent many to many ratio
		Successor:	<input type="checkbox"/> Explain rates as ratios
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets	
	7.NS.3	Compare quantities represented as decimals in real world examples to tenths.	
		Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize set <input type="checkbox"/> Recognize subset
		Distal Precursor:	<input type="checkbox"/> Recognize one tenth in a set model <input type="checkbox"/> Recognize tenths in a set model
		Proximal Precursor:	<input type="checkbox"/> Represent a decimal to tenths as a fraction
		Target:	<input type="checkbox"/> Compare two decimals to tenths using symbols
		Successor:	<input type="checkbox"/> Compare two decimals to hundredths using symbols
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations	
	7.NS.1	Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.	
		Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize subset
		Distal Precursor:	<input type="checkbox"/> Recognize parts of a given whole or a unit
		Proximal Precursor:	<input type="checkbox"/> Explain the concept of addition and subtraction of fractions <input type="checkbox"/> Decompose a fraction into a sum of unit fractions with the same denominator
		Target:	<input type="checkbox"/> Add fractions with common denominators
		Successor:	<input type="checkbox"/> Add or subtract fractions with denominators of 10 and 100

Physical Education

T: Analyze activities to determine whether they promote health related fitness, skill-related fitness, or both
T: Identify caloric value of a variety of foods and determine exercise needed to expend this energy
T: Identify physiological changes that occur in the body due to stress (e.g., sweating, eye twitching, rapid pulse, irregular heartbeat)

T: Identify the FITT principle (frequency, intensity, time, type) and how it relates to exercise

Essential Elements for 7th 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.7.2	Determine two or more central ideas in a text
		Initial Precursor:	Can pair an object with a picture, tactile graphic, or other symbolic representation of the object
		Distal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
		Proximal Precursor:	Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic
		Target:	Can determine more than one main idea in an informational text
		Successor:	Can summarize the information in a familiar informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.7.4	Determine how words or phrases are used to persuade or inform a text.
		Initial Precursor:	Can understand adjectives in others' speech
		Distal Precursor:	Can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence
		Proximal Precursor:	Can use the surrounding context of a phrase in a text to determine the meaning of an unknown phrase
		Target:	Can determine how word choice in an informational text is used to persuade or inform
		Successor:	Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.7.6	Determine an author's purpose or point of view.
		Initial Precursor:	As a result of experience with a routine, the student is able to identify people associated with the routine
		Distal Precursor:	Can identify the concrete details mentioned in beginner level informational texts

		Proximal Precursor:	Can identify words or phrases for determining the point of view of an informational text's author
		Target:	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
		Successor:	Can pick out examples in an informational text or a presentation on a topic describing or supporting the author's or presenter's point of view on the topic
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RI.7.8	Determine how a claim or reason fits into the overall structure of an informational text	
		Initial Precursor:	Has an association with a certain event and anticipates what is to come (example: Can produce the appropriate response to well-known interactions with another individual)
		Distal Precursor:	Can identify the main idea when it is explicitly included in the paragraph, usually as the first or last sentence
		Proximal Precursor:	Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text
		Target:	Can ascertain the organization an author of an informational text uses in arranging the claims and reasons on the topic
		Successor:	Can describe the overall text structure used 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.7.3	Determine how two or more story elements are related.	
		Initial Precursor:	Can understand adjectives in others' speech
		Distal 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
		Proximal Precursor:	Student can correctly identify how a character responds to a challenge that is presented within a story
		Target:	Can ascertain the relations between some of the story elements of a narrative, such as characters, settings, or major events
		Successor:	Can recall the causes of major actions included in a story

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations	
	7.NS.2.a	Solve multiplication problems with products to 100	
		Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize set
		Distal Precursor:	<input type="checkbox"/> Solve repeated addition problems <input type="checkbox"/> Represent repeated addition with an equation <input type="checkbox"/> Explain repeated addition
		Proximal Precursor:	<input type="checkbox"/> Demonstrate the concept of multiplication
		Target:	<input type="checkbox"/> Multiply by 1, 2, 3, 4, 5, 6, 7, 8, 9, and/or 10
		Successor:	<input type="checkbox"/> Divide by 1, 2, 3, 4, 5, 6, 7, 8, 9, and/or 10 <input type="checkbox"/> Apply the relationship between multiplication and division
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations	
	7.NS.2.b	Solve division problems with divisors up to five and also with a divisor of 10 without remainders	
		Initial Precursor:	<input type="checkbox"/> Recognize subset <input type="checkbox"/> Recognize set <input type="checkbox"/> Recognize separateness
		Distal Precursor:	<input type="checkbox"/> Solve repeated subtraction problems <input type="checkbox"/> Represent repeated subtraction with an equation <input type="checkbox"/> Explain repeated subtraction
		Proximal Precursor:	<input type="checkbox"/> Demonstrate the concept of division
		Target:	<input type="checkbox"/> Divide by 1, 2, 3, 4, 5, and/or 10
		Successor:	<input type="checkbox"/> Explain the relationship between multiplication and division
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C2.1		
	7.G.1	Match two similar geometric shapes that are proportional in size and in the same orientation.	
		Initial Precursor:	<input type="checkbox"/> Attend <input type="checkbox"/> Notice what is new
		Distal Precursor:	<input type="checkbox"/> Recognize same <input type="checkbox"/> Recognize different

		Proximal Precursor:	<input type="checkbox"/> Match the same two-dimensional shape with same size and same orientation <input type="checkbox"/> Match the same three-dimensional shapes with same size and same orientation
		Target:	<input type="checkbox"/> Match the same two-dimensional shape with different sizes and same orientation <input type="checkbox"/> Match the same three-dimensional shapes with different size and same orientation
		Successor:	<input type="checkbox"/> Match the same two-dimensional shapes with different size and different orientation <input type="checkbox"/> Match the same three-dimensional shapes with different size and different orientation
Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures		
Conceptual Area	M.C2.1		
	7.G.2	Recognize geometric shapes with given conditions.	
		Initial Precursor:	<input type="checkbox"/> Recognize same <input type="checkbox"/> Recognize different
		Distal Precursor:	<input type="checkbox"/> Recognize squares <input type="checkbox"/> Recognize circles <input type="checkbox"/> Recognize triangles <input type="checkbox"/> Recognize rectangles <input type="checkbox"/> Recognize cubes <input type="checkbox"/> Recognize cones <input type="checkbox"/> Recognize cylinders <input type="checkbox"/> Recognize spheres
		Proximal Precursor:	<input type="checkbox"/> Describe attributes of shapes
		Target:	Recognize shapes with specified attributes
		Successor:	<input type="checkbox"/> Classify shapes with specified attributes

Physical Education

T: Explain how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)
T: Select appropriate conflict resolution skills in a physical activity setting (e.g., self- control, respect, peer influence)
T: Identify proper protective equipment used in physical activities

T: Recognize nonlife threatening injuries and explain how to provide basic care inside and outside the physical activity setting (e.g., Heimlich Maneuver, RICE – Rest, Ice, Compression, Elevation)

Essential Elements for 7th 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.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas)	
		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 determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story
		Proximal Precursor:	Student can use information about structure to make determinations about the text
		Target:	Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)
		Successor:	Student can compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas)
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RI.7.3	Determine how two individuals, events or ideas in a text are related.	
		Initial Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Distal Precursor:	Can determine which of the points that the author makes in an informational text are the most important
		Proximal Precursor:	Can find two points made by an author of an informational text that relate to each other
		Target:	Can determine the specific relationship between two or more individuals, events, ideas, or other details in an informational text
		Successor:	Can provide a description of the interaction or relationship between any two or 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.RI.7.9	Compare and contrast how different texts on the same topic present the details	
		Initial Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Distal Precursor:	Can determine when two different informational texts on the same topic make a similar point or statement

		Proximal Precursor:	Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic
		Target:	Can determine how informational texts relate to each other based on their central ideas, theme, or arguments and the concepts included in them
		Successor:	Can compare the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.L.7.2.a	Use end punctuation when writing a sentence or question	
		Initial Precursor:	Comprehends that all objects have some function or action typically associated with it (object action)
		Distal Precursor:	Points to the first word, in the upper left when asked, "Show me where I should start reading"
		Proximal Precursor:	Can demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types of end punctuation
		Target:	Can use appropriately the various types of end punctuation in his or her writing
		Successor:	Can demonstrate an understanding that commas are a common form of punctuation
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.L.7.2.b	Spell words phonetically, drawing on knowledge of letter-sound relationships and/or 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 solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C.2.1		
		7.G.5	Recognize angles that are acute, obtuse, and right
			Initial Precursor: <input type="checkbox"/> Recognize attribute values
			Distal Precursor: <input type="checkbox"/> Recognize line <input type="checkbox"/> Recognize point <input type="checkbox"/> Recognize ray
			Proximal Precursor: <input type="checkbox"/> Recognize angle
			Target: <input type="checkbox"/> Recognize obtuse angles <input type="checkbox"/> Recognize acute angles <input type="checkbox"/> Recognize right angles
			Successor: <input type="checkbox"/> Compare angles to a right angle
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.2	Solve problems involving area, perimeter, and volume	
		7.G.4	Determine the perimeter of a rectangle by adding the measures of the sides.
			Initial Precursor: <input type="checkbox"/> Recognize attribute values
			Distal Precursor: <input type="checkbox"/> Describe measurable attributes <input type="checkbox"/> Recognize measurable attributes
			Proximal Precursor: <input type="checkbox"/> Explain length <input type="checkbox"/> Explain perimeter
			Target: <input type="checkbox"/> Calculate the perimeter of a rectangle by counting unit lengths on a grid <input type="checkbox"/> Calculate perimeter by adding all the side lengths
			Successor: <input type="checkbox"/> Use coordinates to calculate perimeters of polygons
Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		
Conceptual Area	M.C.3.2	Represent and interpret data displays	
		7.SP.3	Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph.
			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 line plot (dot plot) <input type="checkbox"/> Recognize the structure of a picture graph
			Proximal Precursor: <input type="checkbox"/> Recognize peaks in data distribution <input type="checkbox"/> Recognize symmetric distribution <input type="checkbox"/> Recognize outliers <input type="checkbox"/> Recognize variability in a data set

	Target:	<ul style="list-style-type: none"> ☑ Use visual overlap of two sets of data to compare variability of two populations ☑ Compare differences in shape of 2 or more sets of data
	Successor:	<ul style="list-style-type: none"> ☑ Draw inferences by comparing two data sets

Physical Education

T: Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)
T: Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports
T: Apply basic offensive and defensive strategies in a modified game setting
T: Apply terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities
T: Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)

Essential Elements for 7th 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.7.2.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.7.2.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 use functional words (describe a noun's function/use) to describe common persons, places, objects, or events
		Proximal Precursor:	Student adds information to writing (writing is meant inclusively here -writing, drawing, or dictation) that helps to strengthen the overall message
		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

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
		EE.W.7.2.d	Select domain-specific vocabulary to use in writing about the topic.
		Initial Precursor:	Can demonstrate understanding that specific members comprise a broad category
		Distal Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
		Proximal 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)
		Target:	Student is able to select domain-specific words to use for writing about a topic
		Successor:	Can include domain-specific vocabulary when writing an informative text

Math

Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		
Conceptual Area	M.C3.2	Represent and interpret data displays	
		7.SP.5-7	Describe the probability of events occurring as possible or impossible.
		Initial Precursor:	☑ Recognize attribute values
		Distal Precursor:	☑ Classify
		Proximal Precursor:	☑ Recognize outcomes of an event
		Target:	☑ Classify events as possible or impossible
		Successor:	☑ Recognize probability as the likelihood of an event
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	
		7.EE.1	Match an equation to a real-world problem in which variables are used to represent numbers.
		Initial Precursor:	☑ Partition sets ☑ Combine sets

		Distal Precursor:	<input type="checkbox"/> Model associativity of multiplication <input type="checkbox"/> Model additive commutativity <input type="checkbox"/> Model associativity of addition <input type="checkbox"/> Model multiplicative commutativity
		Proximal Precursor:	<input type="checkbox"/> Apply the associative property of multiplication <input type="checkbox"/> Apply commutative property of addition <input type="checkbox"/> Apply associative property of addition <input type="checkbox"/> Apply the commutative property of multiplication
		Target:	<input type="checkbox"/> Use properties of operations to generate equivalent expressions involving subtraction <input type="checkbox"/> Use properties of operations to generate equivalent expressions involving addition
		Successor:	<input type="checkbox"/> Use equivalent expressions in real-world context
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	
	7.EE.2	Identify an arithmetic sequence of whole numbers with a whole number common difference.	
		Initial Precursor:	<input type="checkbox"/> Classify <input type="checkbox"/> Contrast objects <input type="checkbox"/> Order objects
		Distal Precursor:	<input type="checkbox"/> Recognize symbolic patterns <input type="checkbox"/> Recognize sequence
		Proximal Precursor:	<input type="checkbox"/> Recognize growing patterns <input type="checkbox"/> Recognize shrinking patterns
		Target:	<input type="checkbox"/> Recognize arithmetic sequences
		Successor:	<input type="checkbox"/> Recognize the recursive rule for arithmetic sequences

Physical Education

T: Investigate the health, fitness and sport industry careers (e.g., panel of community members, personal interviews, internet research)
T: Apply fundamental movement skills to create a simple movement sequence (e.g., locomotor, non-locomotor, self-expression, self-evaluation)
T: Design an exercise routine to accompany music that emphasizes fitness components (e.g., jump rope, aerobics, line dance)
T: Discuss the cultural and historic context of at least one dance form