

Essential Elements for 9th 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.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
		Initial Precursor:	Can identify elements in a story (characters, other key details in the text) when asked
		Distal Precursor:	Can answer questions posed by others regarding a narrative by using information from the text
		Proximal Precursor:	Can use information and details explicitly mentioned in the text for citing
		Target:	Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text
		Successor:	Can analyze a narrative text to determine the explicit meaning based on the information directly stated in it
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RL.9-10.2	Recount events related to the theme or central idea, including details about character and setting.
		Initial Precursor:	Can identify the next step or event in a sequence from a familiar routine
		Distal 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
		Proximal Precursor:	Can determine the details that provide for the foundation of the theme in a narrative
		Target:	Can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative
		Successor:	The student can recount the most important events from a story
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including 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 determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative

	Target:	Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech
	Successor:	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

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.a	Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers.
	Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize set <input type="checkbox"/> Recognize subset
	Distal Precursor:	<input type="checkbox"/> Combine sets <input type="checkbox"/> Demonstrate the concept of addition <input type="checkbox"/> Combine <input type="checkbox"/> Demonstrate the concept of multiplication <input type="checkbox"/> Solve repeated addition problems
	Proximal Precursor:	<input type="checkbox"/> Add 1 and 1 <input type="checkbox"/> Add 1 to 2, 3, and/or 4 <input type="checkbox"/> Add within 5 <input type="checkbox"/> Add within 10 <input type="checkbox"/> Add within 20 <input type="checkbox"/> Multiply by 1, 2, 3, 4, 5, and/or 10
	Target:	<input type="checkbox"/> Apply associative property of addition <input type="checkbox"/> Apply commutative property of addition <input type="checkbox"/> Apply the commutative property of multiplication <input type="checkbox"/> Apply the associative property of multiplication <input type="checkbox"/> Apply the distributive property
	Successor:	<input type="checkbox"/> Explain the associative property of addition <input type="checkbox"/> Explain the commutative property of addition <input type="checkbox"/> Explain the commutative property of multiplication <input type="checkbox"/> Explain the distributive property <input type="checkbox"/> Explain the associative property of multiplication
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.b	Solve real-world problems involving addition and subtraction of decimals, using models when needed.	
			Initial Precursor:	<input type="checkbox"/> Recognize set <input type="checkbox"/> Recognize separateness
			Distal Precursor:	<input type="checkbox"/> Recognize a unit <input type="checkbox"/> Explain ten as a composition of ten ones <input type="checkbox"/> Explain place value for ones and tens
			Proximal Precursor:	<input type="checkbox"/> Add 2 decimals with digits in the tenthsplace <input type="checkbox"/> Subtract 2 decimals with digits in the tenths place
			Target:	<input type="checkbox"/> Solve word problems involving addition with rational numbers <input type="checkbox"/> Solve word problems involving subtraction with rational numbers
			Successor:	<input type="checkbox"/> Solve multi-step problems with rational numbers

Physical Education

T: Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness
T: Analyze present fitness levels to create a long term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness

Essential Elements for 9th 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.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferentially.	
		Initial Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Distal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
		Proximal Precursor:	Can use information and details inferred from the information and details explicitly mentioned in the text for citing
		Target:	Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text
		Successor:	Can determine the explicit meaning of an informational text and refer to specific citations or details to support the meaning
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RI.9-10.2	Determine the central idea of the text and select details to support it.	
		Initial Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Distal Precursor:	Can identify the details in an informational text that relate to the topic of the text based on their similarities
		Proximal Precursor:	Can summarize the information in a familiar informational text
		Target:	Can pick out the details that are relevant and contribute to the understanding of the central idea of an informational text
		Successor:	Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RL.9-10.3	Determine how characters change or develop over the course of a 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:	Student can identify the feelings of characters when explicitly stated in familiar stories
Proximal Precursor:	Can describe the internal (motivations, feelings) and external traits (appearance) of a character
Target:	Can determine the changes or development that occurs in a specific character in a narrative
Successor:	Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative

Math

Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.1	Understand and use geometric properties of two- and three-dimensional shapes	
		G-CO.1	Know the attributes of perpendicular lines, parallel lines, and line segments; angles, and circles.
		Initial Precursor:	<input type="checkbox"/> Recognize same <input type="checkbox"/> Recognize different <input type="checkbox"/> Recognize attribute values
		Distal Precursor:	<input type="checkbox"/> Recognize point <input type="checkbox"/> Recognize ray <input type="checkbox"/> Recognize angle <input type="checkbox"/> Recognize right angles
		Proximal Precursor:	<input type="checkbox"/> Recognize circles <input type="checkbox"/> Recognize parallel lines/line segments <input type="checkbox"/> Recognize perpendicular lines/line segments
		Target:	<input type="checkbox"/> Define circle <input type="checkbox"/> Explain angle <input type="checkbox"/> Explain perpendicular lines/line segments <input type="checkbox"/> Explain parallel lines/line segments
		Successor:	<input type="checkbox"/> Explain straight angles <input type="checkbox"/> Explain adjacent angles <input type="checkbox"/> Explain vertical angles
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.1	Understand and use geometric properties of two- and three-dimensional shapes	
		G-CO.4-5	Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.

	Initial Precursor:	☑Recognize same ☑Recognize different
	Distal Precursor:	☑Match the same three-dimensional shapes with same size and different orientation ☑Match the same two-dimensional shape with same sizes and different orientations
	Proximal Precursor:	☑Recognize translation ☑Recognize rotation ☑Recognize reflection ☑Recognize congruent figures
	Target:	☑Explain the relationship between congruent figures and transformation
	Successor:	☑Use a sequence of transformations to describe congruence of 2 given figures

Physical Education

T: Analyze and compare health, skill, and fitness benefits derived from a variety of sports and lifetime activities (e.g., pedometers, pulse wands, heart rate wands, tri-fit machines)
T: Describe the relationship between nutrition, exercise and body composition (MyPyramid.gov)

Essential Elements for 9th 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.9-10.5	Identify where a text deviates from a chronological presentation of events.	
		Initial Precursor:	Can identify the next event in a sequence from a familiar story
		Distal Precursor:	Student can identify the beginning and end of an unfamiliar story
		Proximal Precursor:	The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting)
		Target:	Can identify where a text deviates from a chronological presentation of events
		Successor:	Student determines how structure contributes to the meaning of a story
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.L.9-10.2.c	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	
		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:	Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word
		Target:	Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. Can produce conventional spellings for single syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the -e associated with long vowel sound at the end
		Successor:	Can correctly spell words that do not follow common word patterning rules
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.c	Use complete, simple 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:	Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea
Target:	Can write coherent, semantically accurate, and grammatically correct simple sentences
Successor:	Can write coherent, semantically accurate, and grammatically correct compound sentences

Math

Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure	
		N-Q.1-3	Express quantities to the appropriate precision of measurement.
		Initial Precursor:	☒ Use perceptual subitizing
		Distal Precursor:	☒ Round decimals to any place
		Proximal Precursor:	☒ Solve word problems involving multiplication with rational numbers ☒ Solve word problems involving subtraction with rational numbers ☒ Solve word problems involving addition with rational numbers
		Target:	☒ Express numerical answers with a degree of precision appropriate for the problem context
		Successor:	☒ Solve multi-step problems with rational numbers
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.1	Create an equation involving one operation with one variable, and use it to solve a real-world problem.
		Initial Precursor:	☒ Combine sets ☒ Partition sets
		Distal Precursor:	☒ Represent multiplication with equations ☒ Represent division with equations ☒ Represent subtraction with equations ☒ Represent addition with equations

Proximal Precursor:	☒ Represent expressions with variables ☒ Represent the unknown in an equation
Target:	☒ Solve real-world problems using equations with non-negative rational numbers ☒ Represent real-world problems as equations
Successor:	☒ Solve rational equations in 1 variable

Physical Education

T: Investigate the negative effects of performance enhancing drugs and alcohol on health and physical performance
T: Categorize short and long-term effects of stress on the individual

Essential Elements for 9th 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.a	Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia	
		Initial Precursor:	Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences
		Distal 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)
		Proximal Precursor:	Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate
		Target:	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
		Successor:	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

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	
	A-REI.10-12	Interpret the meaning of a point on the graph of a line.	
		Initial Precursor:	<input type="checkbox"/> Arrange objects in pairs <input type="checkbox"/> Order objects
		Distal Precursor:	<input type="checkbox"/> Explain coordinate pairs (ordered pairs) <input type="checkbox"/> Explain x-coordinate <input type="checkbox"/> Explain y-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:	<input type="checkbox"/> Analyze linear function graphs <input type="checkbox"/> Interpret a point on the graph of a linear function
	Successor:	<input type="checkbox"/> Solve real-world problems by interpreting linear function graphs

Physical Education

T: Analyze the benefits of an effective stress management plan
T: Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle (American College of Sport Medicine guidelines)