1st Quarter

I Can Statements	Standards/Essential Elements	Instructional Activities
I can identify a point on the graph and answer questions using the data.	EE.A-REI.10-12. Interpret the meaning of a point on the graph of a line. For example, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.	Use a graph with data points to identify one point on the graph. Use the data to answer questions about the graph with visual supports and pre-made choices if needed.
I can use the function to solve the problem.	EE.F-IF.1-3- Use the concept of function to solve problems.	Provide students with a function table template to assist with determining the rule shown in the table. Use the information to solve the problem with the use of manipulatives if needed.
I can make a graph with different rates of change.	EE.F-IF.4-6- Construct graphs that represent linear functions with different rates of change and interpret which is faster/slower, higher/lower, etc.	Provide students with data to make a graph. Students can identify a rate of change (faster/slower, higher/lower, etc.).
I can select the appropriate graph to show a constant rate of change.	EE.F-BF.1- Select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.	Provide students with different graphs and highlight data on the graphs for students to choose the one that shows a constant rate of change.

I Can Statements	Standards/Essential Elements	Instructional Activities
I can use data to make a graph or table and compare the data in the graph or table.	EE.S-ID.1-2- Given data, construct a simple graph (line, pie, bar, or picture) or table, and interpret the data.	Provide students with data to make a graph or table and answer questions about the data.
I can see general trends on a graph or chart.	EE.S-ID.3- Interpret general trends on a graph or chart.	Provide students with different graphs or charts and have them highlight the trends they see. Provide students with the trends to match to the correct graph or chart.
I can find the mean in a data set.	EE.S-ID.4- Calculate the mean of a given data set (limit the number of data points to fewer than five).	Provide students with a data set to make observations on. For example, put the numbers in numerical order, identify if there are duplicates, etc. Provide students the steps to find the mean.
I can recognize outcomes that are possible for an event.	EE.S-IC.1-2- Determine the likelihood of an event occurring when the outcomes are equally likely to occur.	Use a six-sided number cube to identify all possible outcomes of rolling the number cube for numbers 1-6.
I can identify when an event is independent or dependent.	EE.S-CP.1-5- Identify when events are independent or dependent.	Group together objects by attribute values. Discuss a simple event that results in a single outcome (e.g., picking a penny from a jar of coins).

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I can identify a point on the graph and answer questions using the data.	EE.A-REI.10-12. Interpret the meaning of a point on the graph of a line. For example, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.	Use a graph with data points to identify one point on the graph. Use the data to answer questions about the graph with visual supports and pre-made choices if needed.
I can use the function to solve the problem.	EE.F-IF.1-3- Use the concept of function to solve problems.	Provide students with a function table template to assist with determining the rule shown in the table. Use the information to solve the problem with the use of manipulatives if needed.
I can make a graph with different rates of change.	EE.F-IF.4-6- Construct graphs that represent linear functions with different rates of change and interpret which is faster/slower, higher/lower, etc.	Provide students with data to make a graph. Students can identify a rate of change (faster/slower, higher/lower, etc.).
I can select the appropriate graph to show a constant rate of change.	EE.F-BF.1- Select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.	Provide students with different graphs and highlight data on the graphs for students to choose the one that shows a constant rate of change.

OKLAHOMA Education

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I can use data to make a graph or table and compare the data in the graph or table.	EE.S-ID.1-2- Given data, construct a simple graph (line, pie, bar, or picture) or table, and interpret the data.	Provide students with data to make a graph or table and answer questions about the data.
I can see general trends on a graph or chart.	EE.S-ID.3- Interpret general trends on a graph or chart.	Provide students with different graphs or charts and have them highlight the trends they see. Provide students with the trends to match to the correct graph or chart.
I can find the mean in a data set.	EE.S-ID.4- Calculate the mean of a given data set (limit the number of data points to fewer than five).	Provide students with a data set to make observations on. For example, put the numbers in numerical order, identify if there are duplicates, etc. Provide students the steps to find the mean.
I can recognize outcomes that are possible for an event.	EE.S-IC.1-2- Determine the likelihood of an event occurring when the outcomes are equally likely to occur.	Use a six-sided number cube to identify all possible outcomes of rolling the number cube for numbers 1-6.
I can identify when an event is independent or dependent.	EE.S-CP.1-5- Identify when events are independent or dependent.	Group together objects by attribute values. Discuss a simple event that results in a single outcome (e.g., picking a penny from a jar of coins).