1st Quarter

Math Alternate 3 Essential Elements- High School Curriculum Map

OKLAHOMA Education

I Can Statements	Standards/Essential Elements	Instructional Activities
I can identify perpendicular lines, parallel lines, line segments, angles, and circles.	EE.G-CO.1-Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.	Provide students with examples of perpendicular lines, parallel lines, line segments, angles, and circles. Students can match the name to the appropriate visual.
I can identify a figure that is shown as a translation, rotation, and/or a reflection.	EE.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.	Identify the figure that is translated from the original view as a translation (slide), rotated from the original view as a rotation (turn), or reflected from the original view as a reflection (flip). Match a familiar shape, such as a square, circle, triangle, or rectangle, to a congruent figure with or without rotation or reflection.
I can identify two congruent shapes.	EE.G-CO.6-8- Identify corresponding congruent and similar parts of shapes.	Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) or two-dimensional shapes (e.g., squares, rectangles, triangles) that are the same size and have either the same or different orientations. Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) or two-dimensional shapes (e.g. squares, rectangles, triangles) that are different sizes and have either the same or different orientations.

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I can find the perimeter and area of a square. I can find the perimeter and area of a rectangle.	EE.G-GPE.7-Find perimeters and areas of squares and rectangles to solve real-world problems.	Given a square or rectangle, students can recognize measurable attributes (e.g., height, length, width). Help students calculate the perimeter by adding up all the side lengths. Help students calculate the area of a square or rectangle by counting the number of square units drawn to cover the area.
I can make a prediction about the volume of a container, the area of a figure, and the perimeter of a figure.	EE.G-GMD.1-3-Make a prediction about the volume of a container, the area of a figure, and the perimeter of a figure, and then test the prediction using formulas or models.	Guide students in making predictions or have pre-made predictions for the volume, area, and perimeter for students to choose from. Test the student predictions as a class.
I can identify the shapes of two-dimensional cross-sections of three-dimensional objects.	EE.G-GMD.4-Identify the shapes of two-dimensional cross-sections of three-dimensional objects.	Give students two and three-dimensional shapes to make cross-sections with or give students shapes with cross-sections made and have them label the shapes.
I can use properties of geometric shapes to describe real-life objects.	EE.G-MG.1-3-Use properties of geometric shapes to describe real-life objects.	Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) or two-dimensional shapes (e.g., squares, rectangles, triangles) that have the same height or same number of corners (vertices).

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I can identify a figure that is shown as a translation, rotation, and/or a reflection.	EE.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.	Identify the figure that is translated from the original view as a translation (slide), rotated from the original view as a rotation (turn), or reflected from the original view as a reflection (flip). Match a familiar shape, such as a square, circle, triangle, or rectangle, to a congruent figure with or without rotation or reflection.
I can identify two congruent shapes.	EE.G-CO.6-8- Identify corresponding congruent and similar parts of shapes.	Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) or two-dimensional shapes (e.g., squares, rectangles, triangles) that are the same size and have either the same or different orientation. Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) or two-dimensional shapes (e.g. squares, rectangles, triangles) that are different sizes and have either the same or different orientation.

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I can make a prediction about the volume of a container, the area of a figure, and the perimeter of a figure.	EE.G-GMD.1-3-Make a prediction about the volume of a container, the area of a figure, and the perimeter of a figure, and then test the prediction using formulas or models.	Guide students in making predictions or have pre-made predictions for the volume, area, and perimeter for students to choose from. Test the student predictions as a class.
I can identify the shapes of two-dimensional cross-sections of three-dimensional objects.	EE.G-GMD.4-Identify the shapes of two-dimensional cross-sections of three-dimensional objects.	Give students two and three-dimensional shapes to make cross-sections with or give students shapes with cross-sections made and have them label the shapes.
I can use properties of geometric shapes to describe real-life objects.	EE.G-MG.1-3-Use properties of geometric shapes to describe real-life objects.	Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) or two-dimensional shapes (e.g., squares, rectangles, triangles) that have the same height or same number of corners (vertices).