



Mini-Map for M.EE.7.G.1

Subject: Mathematics

Geometry (G)

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.7.G.1 Match two similar geometric shapes that are proportional in size and have the same orientation.	M.7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Show interest in and focused attention to a task, object, or any environment stimulus. Notice or pay attention to a new stimuli (e.g., object, task, sound) introduced in the environment. (Students may use the methods of eye gaze, pointing, etc. to show they have noticed the new stimuli.)	Recognize "same" as the object that shares all of the same attributes as other objects in a group. Recognize "different" as the object that shares some or none of the attributes as other objects in a group.	Match two 2-dimensional or 3-dimensional shapes (e.g., squares, rectangles, circles, spheres, rectangular prisms, cubes, pyramids) that are the same size and same orientation.	Match two 2-dimensional or 3-dimensional shapes (e.g., squares, rectangles, circles, spheres, rectangular prisms, cubes, pyramids) that are different sizes and the same orientation.	Match two 2-dimensional or 3-dimensional shapes (e.g., squares, rectangles, circles, spheres, rectangular prisms, cubes, pyramids) that are different sizes and different orientations.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

In order to match two- and three-dimensional shapes, students must first begin by learning to attend to people and objects when they are present. In the context of this EE, educators should work on attending while interacting with shapes. As students' attention to people, objects, and shapes increases, the educator draws the students' attention to new objects or stimuli, labels them (e.g., "these are two red cubes and two blue cubes", or "you have two fidgets; one is big and one is small but they are both fidgets"), and the student observes, feels, or otherwise interacts with it. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different.

How is the Distal Precursor related to the Target?

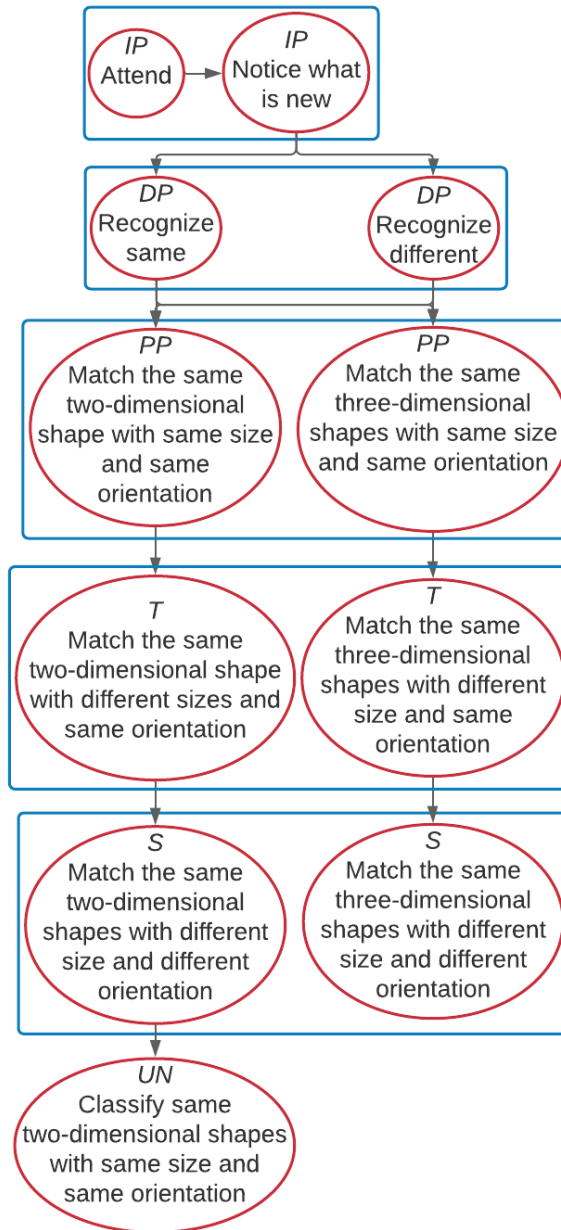
At this level, educators will encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different and using the core vocabulary to demonstrate the words same and different.

Instructional Resources

Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

M.EE.7.G.1 Match two similar geometric shapes that are proportional in size and have the same orientation.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	