Mini-Map for M.EE.7.G.5

Subject: Mathematics
Geometry (G)
Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.7.G.5 Recognize angles that are acute, obtuse, and right.	**M.7.G.5** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize attributes or characteristics of an object, such as color, orientation, length, width, and weight.	Recognize a point as a precise location on a plane or in space, usually represented by a dot. Recognize a ray as a part of a line that begins at one point and extends infinitely in one direction. Recognize a line as a straight line that extends infinitely in two directions.	Recognize an angle as a figure formed by two rays sharing one endpoint.	Recognize an acute, obtuse, or right angle.	Compare the measure of an angle to the measure of a right angle, and communicate whether the measure of the angle is greater than, less than, or congruent to the measure of the right angle.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

In order to recognize angles, students begin by learning to notice what is new. The educator draws the students' attention to new objects or stimuli, labels them (e.g., "this is a circle, and it does not have any sides", "this is a rectangle, and it has four sides") and the student observes, feels, or otherwise interacts with the shapes. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different.

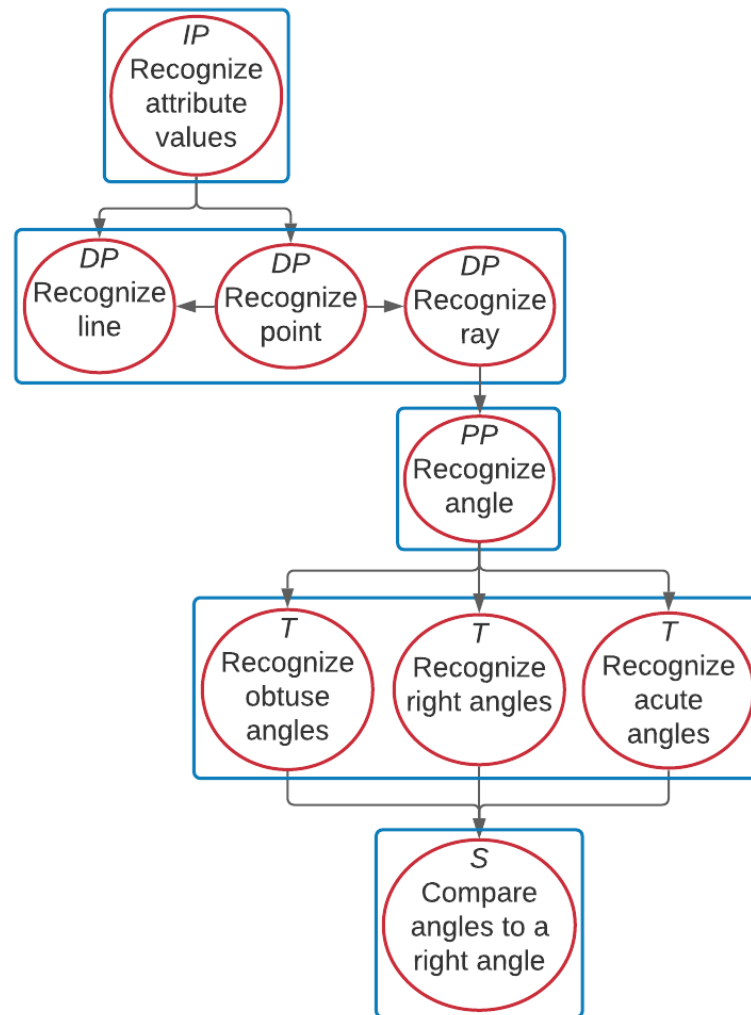### *How is the Distal Precursor related to the Target?*

At this level, educators provide students with specific vocabulary (line, point, and ray). These are all denoted by certain characteristics (a line has arrows on both ends; a point is a dot on a graph, a line, a line segment, or a number line; a ray is a line that has a well-defined starting point). Educators should take care to use the names "line", "point", and "ray" while defining and describing the attributes. While students do not need to say the names, they do need to learn their meaning. Educators should teach these attributes within the context of working with shapes, graphs, parallel lines, perpendicular lines, etc.

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.

M.EE.7.G.5 Recognize angles that are acute, obtuse, and right.

Map Key		
IP	Initial Precursor	
DP	Distal Precursor	
PP	Proximal Precursor	
T	Target	
S	Successor	
UN	Untested	

Boxes indicate tested nodes