

# High School - Math Standards Summary Geometry

Total Reviews	154		
Keep As Is	118	Educator	69
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	4
		Member of Organization	1
		Other	0
		Parent/Guardian	44
Suggest Changes	36	Student	0
		Educator	25
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	0
		Member of Organization	0
		Other	0
Parent/Guardian	1		
Student	0		

**Breakdown by Review Type**

The pie chart illustrates the distribution of review types. The 'Keep As Is' category represents 77% of the total reviews, while the 'Suggest Changes' category represents 23%.

<b>Change Suggestions</b>	
Removed	3
Rewritten	18
Broken Up	11
Moved to a Different Level	4

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
Math.Content.H SG-C.A.1	4	100%	0	0%	0	0	0	0
Math.Content.H SG-C.A.2	4	100%	0	0%	0	0	0	0
Math.Content.H SG-C.A.3	3	60%	2	40%	0	1	1	0
Math.Content.H SG-C.A.4	3	100%	0	0%	0	0	0	0
Math.Content.H SG-C.B.5	2	50%	2	50%	0	1	1	0
Math.Content.H SG-CO.A.1	5	100%	0	0%	0	0	0	0
Math.Content.H SG-CO.A.2	3	60%	2	40%	0	1	1	0
Math.Content.H SG-CO.A.3	4	100%	0	0%	0	0	0	0
Math.Content.H SG-CO.A.4	4	100%	0	0%	0	0	0	0
Math.Content.H SG-CO.A.5	3	75%	1	25%	0	1	0	0
Math.Content.H SG-CO.B.6	2	33%	4	67%	0	2	2	0
Math.Content.H SG-CO.B.7	4	100%	0	0%	0	0	0	0
Math.Content.H SG-CO.B.8	3	75%	1	25%	0	1	0	0
Math.Content.H SG-CO.C.10	1	25%	3	75%	0	2	1	0
Math.Content.H SG-CO.C.11	2	50%	2	50%	0	1	1	0
Math.Content.H SG-CO.C.9	2	50%	2	50%	0	1	1	0
Math.Content.H SG-CO.D.12	3	100%	0	0%	0	0	0	0
Math.Content.H SG-CO.D.13	2	67%	1	33%	0	1	0	0
Math.Content.H SG-GMD.A.1	3	100%	0	0%	0	0	0	0
Math.Content.H SG-GMD.A.2	3	100%	0	0%	0	0	0	0
Math.Content.H SG-GMD.A.3	3	100%	0	0%	0	0	0	0
Math.Content.H SG-GMD.B.4	4	100%	0	0%	0	0	0	0

Math.Content.H SG-GPE.A.1	3	100%	0	0%	0	0	0	0
Math.Content.H SG-GPE.A.2	1	33%	2	67%	1	0	0	1
Math.Content.H SG-GPE.A.3	1	50%	1	50%	1	0	0	0
Math.Content.H SG-GPE.B.4	1	25%	3	75%	0	2	1	0
Math.Content.H SG-GPE.B.5	3	100%	0	0%	0	0	0	0
Math.Content.H SG-GPE.B.6	3	100%	0	0%	0	0	0	0
Math.Content.H SG-GPE.B.7	2	100%	0	0%	0	0	0	0
Math.Content.H SG-MG.A.1	3	75%	1	25%	0	0	0	1
Math.Content.H SG-MG.A.2	3	100%	0	0%	0	0	0	0
Math.Content.H SG-MG.A.3	3	100%	0	0%	0	0	0	0
Math.Content.H SG-SRT.A.1a	2	100%	0	0%	0	0	0	0
Math.Content.H SG-SRT.A.1b	2	100%	0	0%	0	0	0	0
Math.Content.H SG-SRT.A.2	2	50%	2	50%	0	1	1	0
Math.Content.H SG-SRT.A.3	3	100%	0	0%	0	0	0	0
Math.Content.H SG-SRT.B.4	1	25%	3	75%	0	2	1	0
Math.Content.H SG-SRT.B.5	2	67%	1	33%	0	1	0	0
Math.Content.H SG-SRT.C.6	3	100%	0	0%	0	0	0	0
Math.Content.H SG-SRT.C.7	3	100%	0	0%	0	0	0	0
Math.Content.H SG-SRT.C.8	3	100%	0	0%	0	0	0	0
Math.Content.H SG-SRT.D.10	3	75%	1	25%	1	0	0	0
Math.Content.H SG-SRT.D.11	2	67%	1	33%	1	0	0	0
Math.Content.H SG-SRT.D.9	2	67%	1	33%	0	0	0	1

**Math.Content.HSG-C.A.1****Math.Content.HSG-C.A.2****Math.Content.HSG-C.A.3**

Please explain how you would break up the standard:

Construct the inscribed and circumscribed circles of a triangle.

Break apart

Prove properties of angles for a quadrilateral inscribed in a circle.

**Math.Content.HSG-C.A.4****Math.Content.HSG-C.B.5**

Please explain how you would break up the standard:

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality.

Break apart here.

Derive the formula for the area of a sector.

**Math.Content.HSG-CO.A.1**

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

**Math.Content.HSG-CO.A.2**

Please explain how you would break up the standard:

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs.

Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

**Math.Content.HSG-CO.A.3****Math.Content.HSG-CO.A.4****Math.Content.HSG-CO.A.5**

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. This should be included with co.a.3: Specify a sequence of transformations that will carry a given figure onto another.

**Math.Content.HSG-CO.B.6**

Please explain how you would break up the standard:

This part of the standard should be included within part A: Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure.

Leave this part of the standard in part B: Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Please explain how you would break up the standard:

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. Stop here and separate the next one into a separate standard.

Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

**Math.Content.HSG-CO.B.7**

**Math.Content.HSG-CO.B.8**

This standard needs to be more specific: Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

**Math.Content.HSG-CO.C.10**

Please explain how you would break up the standard:

Prove theorems about triangles.

Be more specific, which theorems? Possibly break it up for the different theorems if needed?

Prove theorems about triangles. Include a list of specific list of theorems- triangle sum theorem, exterior angle theorem, triangle inequality

**Math.Content.HSG-CO.C.11**

Please explain how you would break up the standard:

Prove theorems about parallelograms.

Be more specific, which theorems? Possibly break it up for the different theorems if needed?

**Math.Content.HSG-CO.C.9**

Please explain how you would break up the standard:

Prove theorems about lines and angles.

Be more specific, which theorems? Possibly break it up for the different theorems if needed?

**Math.Content.HSG-CO.D.12**

**Math.Content.HSG-CO.D.13**

remove inscribing a regular hexagon

**Math.Content.HSG-GMD.A.1**

**Math.Content.HSG-GMD.A.2**

**Math.Content.HSG-GMD.A.3**

**Math.Content.HSG-GMD.B.4**

**Math.Content.HSG-GPE.A.1**

**Math.Content.HSG-GPE.A.2**

move this to upper level course

**Math.Content.HSG-GPE.A.3**

**Math.Content.HSG-GPE.B.4**

Please explain how you would break up the standard:

Use coordinates to prove simple geometric theorems algebraically.

Be more specific, which theorems??? Break apart for different theorems as needed.

Use coordinates to prove simple geometric theorems algebraically. Specify the theorems

**Math.Content.HSG-GPE.B.5**

**Math.Content.HSG-GPE.B.6**

**Math.Content.HSG-GPE.B.7**

**Math.Content.HSG-MG.A.1**

Useless

**Math.Content.HSG-MG.A.2**

**Math.Content.HSG-MG.A.3**

**Math.Content.HSG-SRT.A.1a**

**Math.Content.HSG-SRT.A.1b**

**Math.Content.HSG-SRT.A.2**

Please explain how you would break up the standard:

Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar.

Break into a separate standard.

Explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

**Math.Content.HSG-SRT.A.3**

**Math.Content.HSG-SRT.B.4**

Please explain how you would break up the standard:

Prove theorems about triangles.

Be more specific, which theorems??? Then possibly break them into separate standards?

Prove theorems about triangles. state the specific theorems

**Math.Content.HSG-SRT.B.5**

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. be more specific with the concept taught

**Math.Content.HSG-SRT.C.6**

**Math.Content.HSG-SRT.C.7**

**Math.Content.HSG-SRT.C.8**

**Math.Content.HSG-SRT.D.10**

**Math.Content.HSG-SRT.D.11**

**Math.Content.HSG-SRT.D.9**

move it to upper level course