Louisiana Guide to Implementing Agile Minds
Geometry

To assist teachers with the implementation of the Agile Minds curriculum for Geometry, this document provides multiple layers of guidance regarding how Agile Minds lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Agile Minds is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Agile Minds goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

Updated on July 20, 2023

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Geometry Suggested Implementation Calendar

Geometry	Unit	Approximate Number of Days	Number of Lessons
Week 1	Flex Days	2-3 Days	
Weeks 1-2	1: Using Inductive Reasoning and Conjectures	8 Days	7 Lessons and 1 Assessment
Weeks 3-4	2: Rigid Transformations	6 Days	5 Lessons and 1 Assessment
Weeks 4-5	3: Transformations and Coordinate Geometry	8 Days	7 Lessons and 1 Assessment
Weeks 6-7	4: Deductive Reasoning, Logic, and Proof	6 Days	5 Lessons and 1 Assessment
Weeks 7-8	5: Conditional Statements and Converses	6 Days	5 Lessons and 1 Assessment
Weeks 8-9	6: Lines and Transversals	5 Days	4 Lessons and 1 Assessment
Weeks 9-10	7: Properties of a Triangle	6 Days	5 Lessons and 1 Assessment
Weeks 10-11	8: Special Lines and Points in Triangles	6 Days	5 Lessons and 1 Assessment
Weeks 12-13	9: Congruent Triangle Postulates	6 Days	5 Lessons and 1 Assessment
Weeks 13-14	10: Using Congruent Triangles	7 Days	6 Lessons and 1 Assessment

Weeks 14-15	11: Compass and Straightedge Constructions	5 Days	4 Lessons and 1 Assessment
Weeks 15-16	12: Dilations and Similarity	7 Days	6 Lessons and 1 Assessment
Week 17	Flex Days	2-3 Days	
Week 18	13: Applications of Similarity	3 Days	2 Lessons and 1 Assessment
Weeks 18-19	14: Pythagorean Theorem and the Distance Formula	6 Days	5 Lessons and 1 Assessment
Weeks 20-21	15: Right Triangle and Trig Relationships	6 Days	5 Lessons and 1 Assessment
Weeks 21-22	16: Polygons and Special Quadrilaterals	7 Days	6 Lessons and 1 Assessment
Weeks 22-23	17: Algebraic Representations of Circles	6 Days	5 Lessons and 1 Assessment
Weeks 24-25	18: Chords, Arcs, and Inscribed Angles	7 Days	6 Lessons and 1 Assessment
Weeks 25-26	19: Lines and Segments on Circles	6 Days	5 Lessons and 1 Assessment
Weeks 26-27	20: Modeling with Area	7 Days	6 Lessons and 1 Assessment
Weeks 28-29	21: Arc Length and Sectors of Circles	6 Days	5 Lessons and 1 Assessment
Weeks 30-32	22: Relating 2-D and 3-D Objects (recommend merging 3-D lessons)	6 Days	5 Lessons and 1 Assessment

Weeks 30-32	23: Prisms and Cylinders (recommend merging 3-D lessons)	6 Days	5 Lessons and 1 Assessment
Weeks 30-32	24: Pyramids and Cones (recommend merging 3-D lessons)	5 Days	4 Lessons and 1 Assessment
Weeks 30-32	25: Spheres (recommend merging 3-D lessons)	6 Days	5 Lessons and 1 Assessment
Weeks 30-32	26: Analyzing Dimensional Changes (recommend merging 3-D lessons)	5 Days	4 Lessons and 1 Assessment
Weeks 33-36	LEAP Review / Leap 2025 Test		
Weeks 33-36	27: Revisiting Probability (recommend after LEAP Test)	7 Days	6 Lessons and 1 Assessment
Weeks 33-36	28: Conditional Probability and Independence (recommend after LEAP Test)	5 Days	4 Lessons and 1 Assessment

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work(□) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Geometry: Standards by Unit					
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
GM.G-CO.A.01 GM.G-CO.D.12 GM.G-C.A.03	GM.G-CO.A.02 GM.G-CO.A.03 GM.G-CO.A.04 GM.G-CO.A.05 GM.G-CO.B.06	GM.G-CO.A.02 GM.G-CO.A.05	GM.G-CO.C.09	GM.G-CO.C.09	GM.G-CO.C.09 GM.G-GPE.B.05 GM.G-MG.A.03
Prerequisite Standards: 4.MD.C.5 4.MD.C.6 4.G.A.1 4.G.A.2 7.G.A.2	Prerequisite Standards: 8.G.A.1 8.G.A.2 8.G.A.3 8.G.A.4 A1.F-BF.B.3	Prerequisite Standards: 8.G.A.1 8.G.A.2 8.G.A.3 8.G.A.4 A1.F-BF.B.3	Prerequisite Standards: 4.MD.C.7 7.G.B.5 8.G.A.5	Prerequisite Standards: 4.MD.C.7 7.G.B.5 8.G.A.5	Prerequisite Standards: 4.MD.C.7 7.G.A.1 7.G.B.5 7.G.B.6 8.G.A.5 8.G.C.9 8.EE.B.6 8.F.A.3
Unit 7	**Unit 8**	**Unit 9**	**Unit 10**	**Unit 11**	**Unit 12**
GM.G-CO.C.10	GM.G-CO.C.10 GM.G-C.A.03 GM.G-MG.A.03	GM.G-CO.B.06 GM.G-CO.B.07 GM.G-CO.B.08	GM.G-CO.B.07 GM.G-CO.C.10 GM.G-SRT.B.05	GM.G-CO.D.12 GM.G-CO.D.13 GM.G-SRT.B.05	GM.G-CO.A.02 GM.G-SRT.A.01.a GM.G-SRT.A.01.b

		GM.G-SRT.B.05			GM.G-SRT.A.02 GM.G-SRT.A.03 GM.G-SRT.B.04 GM.G-SRT.B.05 GM.G-C.A.01 GM.G-GPE.B.06
Prerequisite Standards: 7.G.A.2 8.G.A.5	Prerequisite Standards: 7.G.A.1 7.G.A.2 7.G.B.6 8.G.A.5 8.G.C.9	Prerequisite Standards: 8.G.A.2	Prerequisite Standards: 7.G.A.2 8.G.A.2 8.G.A.5	Prerequisite Standards: 4.MD.C.6 7.G.A.2	Prerequisite Standards: 8.G.A.1 8.G.A.2 8.G.A.3 8.G.A.4 8.G.A.5 8.G.B.6 A1.F-BF.B.03
Unit 13	**Unit 14**	**Unit 15**	**Unit 16**	**Unit 17**	**Unit 18**
GM.G-CO.C.10 GM.G-SRT.B.04 GM.G-SRT.B.05	GM.G-SRT.B.04 GM.G-SRT.C.08 GM.G-GPE.B.06 GM.G-GPE.B.07	GM.G-CO.D.13 GM.G-SRT.B.05 GM.G-SRT.C.06 GM.G-SRT.C.07 GM.G-SRT.C.08	GM.G-CO.C.11 GM.G-GPE.B.04 GM.G-GPE.B.05	GM.G-GPE.A.01 GM.G-MG.A.01	GM.G-C.A.02 GM.G-C.A.03
Prerequisite Standards: 7.G.A.2	Prerequisite Standards: 8.G.B.6	Prerequisite Standards: 7.G.A.2	Prerequisite Standards: 5.G.B.3	Prerequisite Standards: 6.G.A.4	Prerequisite Standards:

8.G.A.5 8.G.B.6	8.G.B.7 8.G.B.8	7.G.B.5 8.G.B.7	8.G.B.8 8.EE.B.6 8.F.A.3	7.G.B.6	
Unit 19	**Unit 20**	**Unit 21**	**Unit 22**	**Unit 23**	**Unit 24**
GM.G-CO.D.13 GM.G-C.A.02	GM.G-GPE.B.07 GM.G-MG.A.01 GM.G-MG.A.03	GM.G-C.B.05 GM.G-GMD.A.01	GM.G-GMD.B.04	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
Prerequisite Standards: 7.G.A.2	Prerequisite Standards: 6.G.A.4 7.G.A.1 7.G.B.6 8.G.B.8 8.G.C.9	Prerequisite Standards: 7.G.B.4	Prerequisite Standards: 7.G.A.3	Prerequisite Standards: 6.G.A.4 7.G.B.4 7.G.B.6 8.G.C.9	Prerequisite Standards: 6.G.A.4 7.G.B.4 7.G.B.6 8.G.C.9
Unit 25	**Unit 26**	**Unit 27**	**Unit 28**		
GM.G-GMD.A.03 GM.G-MG.A.01 GM.G-MG.A.02	GM.G-CO.A.02	GM.S-CP.A.01 GM.S-CP.B.07	GM.S-CP.A.02 GM.S-CP.A.03 GM.S-CP.A.04 GM.S-CP.A.05 GM.S-CP.B.06		
Prerequisite Standards: 6.G.A.4	Prerequisite Standards: 8.G.A.1	Prerequisite Standards: 7.SP.C.8	Prerequisite Standards: A1.S-ID.B.05		

7.G.B.6 8.G.C.9	8.G.A.2 8.G.A.3 8.G.A.4 A1.F-BF.B.03				

Standards by Lesson

Geometry: Standards by Lesson	
Unit 1 Lessons	**Standards**
1	GM.G-CO.A.01
2	GM.G-CO.A.01
3	GM.G-CO.A.01 GM.G-CO.D.12
4	GM.G-CO.A.01 GM.G-CO.D.12
5	GM.G-CO.A.01 GM.G-CO.D.12 GM.G-C.A.03
6	GM.G-CO.A.01 GM.G-CO.D.12 GM.G-C.A.03
7	GM.G-CO.A.01 GM.G-CO.D.12 GM.G-C.A.03
8	Summative Assessment
Unit 2 Lessons	**Standards**
1	GM.G-CO.A.02 GM.G-CO.A.03 GM.G-CO.A.04
2	GM.G-CO.A.02 GM.G-CO.A.03 GM.G-CO.A.04
3	GM.G-CO.A.02 GM.G-CO.A.03 GM.G-CO.A.04 GM.G-CO.B.06
4	GM.G-CO.A.02 GM.G-CO.A.03 GM.G-CO.A.05 GM.G-CO.B.06
5	GM.G-CO.A.02 GM.G-CO.A.03 GM.G-CO.A.05 GM.G-CO.B.06
6	Summative Assessment
Unit 3 Lessons	**Standards**
1	GM.G-CO.A.02 GM.G-CO.A.05
2	GM.G-CO.A.02 GM.G-CO.A.05
3	GM.G-CO.A.02 GM.G-CO.A.05
4	GM.G-CO.A.02 GM.G-CO.A.05
5	GM.G-CO.A.02 GM.G-CO.A.05
6	GM.G-CO.A.02 GM.G-CO.A.05
7	GM.G-CO.A.02 GM.G-CO.A.05
8	Summative Assessment
Unit 4 Lessons	**Standards**
1	GM.G-CO.C.09
2	GM.G-CO.C.09
3	GM.G-CO.C.09
4	GM.G-CO.C.09
5	GM.G-CO.C.09
6	Summative Assessment
Unit 5 Lessons	**Standards**
1	GM.G-CO.C.09
2	GM.G-CO.C.09
3	GM.G-CO.C.09

4	■ GM.G-CO.C.09
5	■ GM.G-CO.C.09
6	Summative Assessment
Unit 6 Lessons	**Standards**
1	■ GM.G-CO.C.09 ■ GM.G-GPE.B.05 ■ GM.G-MG.A.03
2	■ GM.G-CO.C.09 ■ GM.G-MG.A.03
3	■ GM.G-GPE.B.05 ■ GM.G-MG.A.03
4	■ GM.G-GPE.B.05 ■ GM.G-MG.A.03
5	Summative Assessment
Unit 7 Lessons	**Standards**
1	■ GM.G-CO.C.10
2	■ GM.G-CO.C.10
3	■ GM.G-CO.C.10

4	■ GM.G-CO.C.10
5	■ GM.G-CO.C.10
6	Summative Assessment
Unit 8 Lessons	**Standards**
1	○ GM.G-C.A.03
2	■ GM.G-CO.C.10 ○ GM.G-C.A.03
3	■ GM.G-CO.C.10 ○ GM.G-C.A.03
4	■ GM.G-CO.C.10 ○ GM.G-C.A.03 ■ GM.G-MG.A.03
5	■ GM.G-CO.C.10 ■ GM.G-MG.A.03
6	Summative Assessment
Unit 9 Lessons	**Standards**
1	■ GM.G-CO.B.06 ■ GM.G-CO.B.07
2	■ GM.G-CO.B.06 ■ GM.G-CO.B.07 ■ GM.G-CO.B.08

3	■ GM.G-CO.B.06 ■ GM.G-CO.B.07 ■ GM.G-CO.B.08
4	■ GM.G-SRT.B.05
5	■ GM.G-SRT.B.05
6	Summative Assessment
Unit 10 Lessons	**Standards**
1	■ GM.G-CO.B.07 ■ GM.G-CO.C.10 ■ GM.G-SRT.B.05
2	■ GM.G-CO.B.07 ■ GM.G-CO.C.10
3	■ GM.G-CO.B.07 ■ GM.G-CO.C.10 ■ GM.G-SRT.B.05
4	■ GM.G-CO.C.10 ■ GM.G-SRT.B.05
5	■ GM.G-CO.C.10 ■ GM.G-SRT.B.05
6	■ GM.G-CO.B.07 ■ GM.G-CO.C.10 ■ GM.G-SRT.B.05
7	Summative Assessment

Unit 11 Lessons	Standards
1	GM.G-CO.D.12 GM.G-CO.D.13
2	GM.G-CO.D.12 GM.G-CO.D.13 GM.G-SRT.B.05
3	GM.G-CO.D.12 GM.G-CO.D.13 GM.G-SRT.B.05
4	GM.G-CO.D.12 GM.G-CO.D.13 GM.G-SRT.B.05
5	Summative Assessment
Unit 12 Lessons	**Standards**
1	GM.G-CO.A.02 GM.G-SRT.A.01.a GM.G-SRT.A.01.b
2	GM.G-CO.A.02 GM.G-SRT.A.01.a GM.G-SRT.A.01.b
3	GM.G-CO.A.02 GM.G-SRT.A.01.a GM.G-SRT.A.01.b GM.G-SRT.A.02 GM.G-C.A.01
4	GM.G-CO.A.02 GM.G-SRT.A.01.a GM.G-SRT.A.01.b GM.G-GPE.B.06
5	GM.G-SRT.A.02 GM.G-SRT.A.03 GM.G-SRT.B.04 GM.G-SRT.B.05
6	GM.G-CO.A.02 GM.G-SRT.A.01.a GM.G-SRT.A.01.b GM.G-SRT.A.02 GM.G-SRT.B.04 GM.G-SRT.B.05
7	Summative Assessment
Unit 13 Lessons	**Standards**
1	GM.G-CO.C.10 GM.G-SRT.B.04 GM.G-SRT.B.05
2	GM.G-CO.C.10 GM.G-SRT.B.04 GM.G-SRT.B.05
3	Summative Assessment
Unit 14 Lessons	**Standards**
1	GM.G-SRT.B.04 GM.G-SRT.C.08
2	GM.G-SRT.B.04 GM.G-SRT.C.08
3	GM.G-SRT.B.04 GM.G-SRT.C.08 GM.G-GPE.B.07
4	GM.G-GPE.B.06 GM.G-GPE.B.07
5	GM.G-SRT.B.04 GM.G-SRT.C.08
6	Summative Assessment
Unit 15 Lessons	**Standards**
1	GM.G-CO.D.13 GM.G-SRT.B.05 GM.G-SRT.C.06
2	GM.G-SRT.C.06 GM.G-SRT.C.07 GM.G-SRT.C.08
3	GM.G-SRT.C.08

4	GM.G-SRT.B.05 GM.G-SRT.C.08
5	GM.G-SRT.B.05 GM.G-SRT.C.06 GM.G-SRT.C.07 GM.G-SRT.C.08
6	Summative Assessment
Unit 16 Lessons	**Standards**
1	GM.G-CO.C.11
2	GM.G-CO.C.11
3	GM.G-CO.C.11
4	GM.G-CO.C.11
5	GM.G-CO.C.11 GM.G-GPE.B.04 GM.G-GPE.B.05
6	GM.G-CO.C.11 GM.G-GPE.B.04 GM.G-GPE.B.05
7	Summative Assessment
Unit 17 Lessons	**Standards**
1	GM.G-GPE.A.01

	GM.G-MG.A.01
2	GM.G-GPE.A.01 GM.G-MG.A.01
3	GM.G-GPE.A.01 GM.G-MG.A.01
4	GM.G-GPE.A.01 GM.G-MG.A.01
5	GM.G-GPE.A.01 GM.G-MG.A.01
6	Summative Assessment
Unit 18 Lessons	**Standards**
1	GM.G-C.A.02 GM.G-C.A.03
2	GM.G-C.A.02 GM.G-C.A.03
3	GM.G-C.A.02 GM.G-C.A.03
4	GM.G-C.A.02 GM.G-C.A.03
5	GM.G-C.A.02 GM.G-C.A.03
6	GM.G-C.A.02 GM.G-C.A.03

7	Summative Assessment
Unit 19 Lessons	**Standards**
1	GM.G-CO.D.13 GM.G-C.A.02
2	GM.G-CO.D.13 GM.G-C.A.02
3	GM.G-CO.D.13 GM.G-C.A.02
4	GM.G-CO.D.13 GM.G-C.A.02
5	GM.G-CO.D.13 GM.G-C.A.02
6	Summative Assessment
Unit 20 Lessons	**Standards**
1	GM.G-GPE.B.07
2	GM.G-MG.A.01 GM.G-MG.A.03
3	GM.G-MG.A.01 GM.G-MG.A.03
4	GM.G-MG.A.01 GM.G-MG.A.03

5	GM.G-MG.A.01 GM.G-MG.A.03
6	GM.G-MG.A.01 GM.G-MG.A.03
7	Summative Assessment
Unit 21 Lessons	**Standards**
1	GM.G-C.B.05 GM.G-GMD.A.01
2	GM.G-C.B.05 GM.G-GMD.A.01
3	GM.G-C.B.05 GM.G-GMD.A.01
4	GM.G-C.B.05 GM.G-GMD.A.01
5	GM.G-C.B.05 GM.G-GMD.A.01
6	Summative Assessment
Unit 22 Lessons	**Standards**
1	GM.G-GMD.B.04
2	GM.G-GMD.B.04

3	GM.G-GMD.B.04
4	GM.G-GMD.B.04
5	GM.G-GMD.B.04
6	Summative Assessment
Unit 23 Lessons	**Standards**
1	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
2	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
3	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
4	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
5	GM.G-GMD.A.01 GM.G-GMD.A.03

	GM.G-MG.A.01
6	Summative Assessment
Unit 24 Lessons	**Standards**
1	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
2	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
3	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
4	GM.G-GMD.A.01 GM.G-GMD.A.03 GM.G-MG.A.01
5	Summative Assessment
Unit 25 Lessons	**Standards**
1	GM.G-GMD.A.03 GM.G-MG.A.01 GM.G-MG.A.02
2	GM.G-GMD.A.03

	GM.G-MG.A.01 GM.G-MG.A.02
3	GM.G-GMD.A.03 GM.G-MG.A.01 GM.G-MG.A.02
4	GM.G-GMD.A.03 GM.G-MG.A.01 GM.G-MG.A.02
5	GM.G-GMD.A.03 GM.G-MG.A.01 GM.G-MG.A.02
6	Summative Assessment
Unit 26 Lessons	**Standards**
1	GM.G-CO.A.02
2	GM.G-CO.A.02
3	GM.G-CO.A.02
4	GM.G-CO.A.02

5	Summative Assessment
Unit 27 Lessons	**Standards**
1	GM.S-CP.A.01 GM.S-CP.B.07
2	GM.S-CP.A.01 GM.S-CP.B.07
3	GM.S-CP.A.01 GM.S-CP.B.07
4	GM.S-CP.A.01 GM.S-CP.B.07
5	GM.S-CP.A.01 GM.S-CP.B.07
6	GM.S-CP.A.01 GM.S-CP.B.07
7	Summative Assessment
Unit 28 Lessons	**Standards**
1	GM.S-CP.A.03 GM.S-CP.A.04 GM.S-CP.B.06
2	GM.S-CP.A.03 GM.S-CP.A.04 GM.S-CP.B.06
3	GM.S-CP.A.02 GM.S-CP.A.05

4	GM.S-CP.A.02 GM.S-CP.A.05
5	Summative Assessment

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
GM: G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Unit 1
GM: G-CO.A.2	Represent transformations in the plane using, e.g., transparencies, tracing paper, or 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).	Units 2, 3, 12, and 26
GM: G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Unit 2
GM: G-CO.A.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Unit 2
GM: G-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. Specify a sequence of transformations that will carry a given figure onto another.	Units 2 and 3
GM: G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Units 2 and 9
GM: G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Units 9 and 10
GM: G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Unit 9

GM: G-CO.C.9	Prove and apply theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Units 4, 5, and 6
GM: G-CO.C.10	Prove and apply theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	Units 7, 8, 10, and 13
GM: G-CO.C.11	Prove and apply theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	Unit 16
GM: G-CO.D.12	Make formal geometric constructions with a variety of tools and methods, e.g., compass and straightedge, string, reflective devices, paper folding, or dynamic geometric software. Examples: Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Unit 1, 11
GM: G-CO.D.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Units 11, 15, and 19
GM: G-SRT.A.1	Verify experimentally the properties of dilations given by a center and a scale factor.	Unit 12
GM: G-SRT.A.1a	Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Unit 12
GM: G-SRT.A.1b	Verify experimentally the properties of dilations given by a center and a scale factor: b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Unit 12

GM: G-SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; 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.	Unit 12
GM: G-SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Unit 12
GM: G-SRT.B.4	Prove and apply theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria, SSS similarity criteria, AA similarity criteria.	Units 12, 13, and 14
GM: G-SRT.B.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Units 9, 10, 11, 12, 13, and 15
GM: G-SRT.C.6	Understand that by similarity, side ratios in right triangles, including special right triangles (30-60-90 and 45-45-90), are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Unit 15
GM: G-SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.	Unit 15
GM: G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	Units 14 and 15
GM: G-C.A.1	Prove that all circles are similar.	Unit 12
GM: G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords, including the following: the relationship that exists between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and a radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Units 18 and 19
GM: G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Units 1, 8, and 18

GM: G-C.B.5	Use similarity to determine 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; derive the formula for the area of a sector.	Unit 21
GM: G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Unit 17
GM: G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).	Unit 16
GM: G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Units 6 and 16
GM: G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Units 12 and 14
GM: G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. *	Units 14 and 20
GM: G-GMD.A.1	Give an informal argument, e.g., dissection arguments, Cavalieri's principle, and informal limit arguments, for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone	Units 21, 23, and 24
GM: G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	Units 23, 24, and 25
GM: G-GMD.B.4	Identify the shapes of two-dimensional cross sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Unit 22
GM: G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree	Units 17, 20, 23, 24, and 25

	trunk or a human torso as a cylinder).	
GM: G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	Unit 25
GM: G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). *	Units 6, 8, and 20
GM: S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Unit 27
GM: S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Unit 28
GM: S-CP.A.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Unit 28
GM: S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	Unit 28
GM: S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	Unit 28
GM: S-CP.B.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Unit 28

GM: S-CP.B.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	Unit 27

*Modeling Standard

Acceleration in Mathematics within the context of Agile Minds

Coming Soon!