



Indiana Academic Standards for Mathematics – Geometry
Adopted April 2014 – Standards Correlation Guide Document 10/02/2017

	Indiana Academic Standards for Mathematics – Geometry Adopted April 2014 – Standards Correlation Guide Document	Indiana Academic Mathematics Standards Adopted 2000	Common Core State Standard for Mathematics	Differences From Previous Standards
Process Standards				
<p>MA.G.PS.1: Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and “Is my answer reasonable?” They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p>Connections Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other. Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas (algebra, geometry, the entire number system). Mathematics is also the common language of many other disciplines (science, technology, finance, social science, geography) and students should learn mathematical concepts used in those disciplines. Finally, students should connect their mathematical learning to appropriate real-world contexts.</p> <p>G.8.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.</p> <p>G.8.2 Decide whether a solution is reasonable in the context of the original situation.</p>	<p>1 Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p>IAS 2014 removes criteria involving a graphing calculator and does not distinguish between younger and older students.</p>
<p>MA.G.PS.2: Reason abstractly and quantitatively.</p>	<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>		<p>2 Reason abstractly and quantitatively. Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<p>IAS 2014 is similar to common core, both expand upon IAS 2000 by having the student decontextualize problems and develop quantitative reasoning.</p>

<p>MA.G.PS.3: Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>Communication The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.</p> <p>G.8.3 Make conjectures about geometric ideas. Distinguish between information that supports a conjecture and the proof of a conjecture.</p> <p>G.8.7 Construct logical arguments, judge their validity, and give counterexamples to disprove statements.</p> <p>G.8.8 Write geometric proofs, including proofs by contradiction and proofs involving coordinate geometry. Use and compare a variety of ways to present deductive proofs, such as flow charts, paragraphs, and two-column and indirect proofs.</p>	<p>3 Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>IAS 2014 is similar to common core, both expand upon IAS 2000 by having students construct arguments, use counterexamples, and critique others arguments. IAS 2014 does not distinguish between younger and older students.</p>
<p>MA.G.PS.4: Model with mathematics.</p>	<p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>Representation The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays. The concept of one-fourth may be described as a quarter, $\frac{1}{4}$, one divided by four, 0.25, $\frac{1}{4}$, +, 25 percent, or an appropriately shaded portion of a pie graph. Higher-level mathematics involves the use of more powerful representations: exponents, logarithms, π, unknowns, statistical representation, algebraic and geometric expressions. Mathematical operations are expressed as representations: +, =, divide, square. Representations are dynamic tools for solving problems and communicating and expressing mathematical ideas and concepts.</p>	<p>4 Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>IAS 2014 has removed examples and does not distinguish between younger and older students.</p>

<p>MA.G.PS.5: Use appropriate tools strategically.</p>	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.</p>	<p>G.8.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.</p>	<p>5 Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<p>IAS 2014 does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students consider more than just graphing.</p>
<p>MA.G.PS.6: Attend to precision.</p>	<p>Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.</p>	<p>Communication The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.</p>	<p>6 Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>IAS 2014 does not distinguish between younger and older students.</p>
<p>MA.G.PS.7: Look for and make use of structure.</p>	<p>Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.</p>		<p>7 Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>	<p>IAS 2014 has removed examples and does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students discern patterns, structure, geometric figures, and composition of objects.</p>

<p>MA.G.PS.8: Look for and express regularity in repeated reasoning.</p>	<p>Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.</p>		<p>8 Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>	<p>IAS 2014 has removed examples and does not distinguish between younger and older students.</p>
Logic and Proofs				
<p>MA.G.LP.1:</p>	<p>G.LP.1: Understand and describe the structure of and relationships within an axiomatic system (undefined terms, definitions, axioms and postulates, methods of reasoning, and theorems). Understand the differences among supporting evidence, counterexamples, and actual proofs.</p>	<p>G.8.6 Identify and give examples of undefined terms, axioms, and theorems, and inductive and deductive proofs.</p>		<p>IAS2014 Students must know the differences between types of proofs</p>
<p>MA.G.LP.2:</p>	<p>G.LP.2: Know precise definitions for angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, and plane. Use standard geometric notation.</p>		<p>G-CO.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.</p>	
<p>MA.G.LP.3:</p>	<p>G.LP.3: State, use, and examine the validity of the converse, inverse, and contrapositive of conditional (“if – then”) and bi-conditional (“if and only if”) statements.</p>	<p>G.8.4 Write and interpret statements of the form “if – then” and “if and only if.” G.8.5 State, use, and examine the validity of the converse, inverse, and contrapositive of “if – then” statements.</p>		
<p>MA.G.LP.4:</p>	<p>G.LP.4: Develop geometric proofs, including direct proofs, indirect proofs, proofs by contradiction and proofs involving coordinate geometry, using two-column, paragraphs, and flow charts formats.</p>	<p>G.8.8 Write geometric proofs, including proofs by contradiction and proofs involving coordinate geometry. Use and compare a variety of ways to present deductive proofs, such as flow charts, paragraphs, and two-column and indirect proofs.</p>		
Points, Lines, Angles, and Planes				
<p>MA.G.PL.1:</p>	<p>G.PL.1: Identify, justify, and apply properties of planes.</p>			<p>This standard is NEW</p>
<p>MA.G.PL.2:</p>	<p>G.PL.2: Describe the intersection of two or more geometric figures in the same plane.</p>			<p>This standard is NEW</p>
<p>MA.G.PL.3:</p>	<p>G.PL.3: Prove and apply theorems about lines and angles, including the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent, alternate exterior angles are congruent, and corresponding angles are congruent; when a transversal crosses parallel lines, same side interior angles are supplementary; and points on a perpendicular bisector of a line segment are exactly those equidistant from the endpoints of the segment.</p>	<p>G.1.3 Understand and use the relationships between special pairs of angles formed by parallel lines and transversals.</p>	<p>G-CO.9 Prove 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.</p>	
<p>MA.G.PL.4:</p>	<p>G.PL.4: Know that parallel lines have the same slope and perpendicular lines have opposite reciprocal slopes. Determine if a pair of lines are parallel, perpendicular, or neither by comparing the slopes in coordinate graphs and in equations. Find the equation of a line, passing through a given point, that is parallel or perpendicular to a given line.</p>	<p>G.1.4 Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p>	<p>G-GPE.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).</p>	<p>IAS2014 Does not ask students to prove.</p>

MA.G.PL.5:	G.PL.5: Explain and justify the process used to construct, with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.), congruent segments and angles, angle bisectors, perpendicular bisectors, altitudes, medians, and parallel and perpendicular lines.	G.1.2 Construct congruent segments and angles, angle bisectors, and parallel and perpendicular lines using a straight edge and compass, explaining and justifying the process used. G.8.9 Perform basic constructions, describing and justifying the procedures used. Distinguish between constructing and drawing geometric figures.	G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective de-vices, paper folding, dynamic geometric software, etc.). 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.	IAS2014 Asks students to justify the process used in constructions
Triangles				
MA.G.T.1:	G.T.1: Prove and apply theorems about triangles, including the following: 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; a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem, using triangle similarity; and the isosceles triangle theorem and its converse.	G.4.4 Use properties of congruent and similar triangles to solve problems involving lengths and areas. G.4.5 Prove and apply theorems involving segments divided proportionally.	G-CO.10 Prove 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. G-SRT.4 Prove 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. G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	
MA.G.T.2:	G.T.2: Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. G-CO.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. G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	
MA.G.T.3:	G.T.3: Explain and justify the process used to construct congruent triangles with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).	G.4.3 Construct triangles congruent to given triangles.		IAS2014 Has students includes technology to construct
MA.G.T.4:	G.T.4: Given two triangles, 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, and to establish the AA criterion for two triangles to be similar.		G-SRT.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. G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	
MA.G.T.5:	G.T.5: Use properties of congruent and similar triangles to solve real world and mathematical problems involving sides, perimeters, and areas of triangles.	G.4.4 Use properties of congruent and similar triangles to solve problems involving lengths and areas.		IAS2014 Uses real-world context for the problems
MA.G.T.6:	G.T.6: Prove and apply the inequality theorems, including the following: triangle inequality, inequality in one triangle, and the hinge theorem and its converse.	G.4.8 Prove, understand, and apply the inequality theorems: triangle inequality, inequality in one triangle, and the hinge theorem.		IAS2014 Has student prove and apply the converse also
MA.G.T.7:	G.T.7: State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle. Understand and use the geometric mean to solve for missing parts of triangles.	G.5.2 State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle.		IAS2014 Relates the altitude of a right triangle to the Geometric Mean

MA.G.T.8:	G.T.8: Develop the distance formula using the Pythagorean Theorem. Find the lengths and midpoints of line segments in one- or two-dimensional coordinate systems. Find measures of the sides of polygons in the coordinate plane; apply this technique to compute the perimeters and areas of polygons in real-world and mathematical problems.	G.1.1 Find the lengths and midpoints of line segments in one- or two-dimensional coordinate systems.	G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	IAS2014 Has students develop the distance formula and not just have it given to them
MA.G.T.9:	G.T.9: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	G.5.4 Define and use the trigonometric functions (sine, cosine, tangent, cotangent, secant, cosecant) in terms of angles of right triangles.	G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	
MA.G.T.10:	G.T.10: Use trigonometric ratios (sine, cosine and tangent) and the Pythagorean Theorem to solve real-world and mathematical problems involving right triangles.	G.5.4 Define and use the trigonometric functions (sine, cosine, tangent, cotangent, secant, cosecant) in terms of angles of right triangles. G.5.6 Solve word problems involving right triangles.	G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	IAS2014 Uses real-world context for the problems
MA.G.T.11:	G.T.11: Use special right triangles ($30^\circ - 60^\circ$ and $45^\circ - 45^\circ$) to solve real-world and mathematical problems.	G.5.3 Use special right triangles ($30^\circ - 60^\circ$ and $45^\circ - 45^\circ$) to solve problems.		
Quadrilaterals and Other Polygons				
MA.G.QP.1:	G.QP.1: Prove and apply theorems about parallelograms, including the following: opposite sides are congruent; opposite angles are congruent; the diagonals of a parallelogram bisect each other; and rectangles are parallelograms with congruent diagonals.	G.3.2 Use properties of congruent and similar quadrilaterals to solve problems involving lengths and areas.	G-CO.11 Prove 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.	
MA.G.QP.2:	G.QP.2: Prove that given quadrilaterals are parallelograms, rhombuses, rectangles, squares or trapezoids. Include coordinate proofs of quadrilaterals in the coordinate plane.	G.3.1 Describe, classify, and understand relationships among the quadrilaterals square, rectangle, rhombus, parallelogram, trapezoid, and kite. G.3.4 Use coordinate geometry to prove properties of quadrilaterals, such as regularity, congruence, and similarity		IAS2014 Asks students to prove the quadrilaterals from their attributes
MA.G.QP.3:	G.QP.3: Find measures of interior and exterior angles of polygons. Explain and justify the method used.	G.2.2 Find measures of interior and exterior angles of polygons, justifying the method used.		
MA.G.QP.4:	G.QP.4: Identify types of symmetry of polygons, including line, point, rotational, and self-congruencies.			This standard is NEW
MA.G.QP.5:	G.QP.5: Deduce formulas relating lengths and sides, perimeters, and areas of regular polygons. Understand how limiting cases of such formulas lead to expressions for the circumference and the area of a circle.	G.3.3 Find and use measures of sides, perimeters, and areas of quadrilaterals. Relate these measures to each other using formulas.		IAS2014 Asks students to deduce the formulas not just have them provided to the students
Circles				
MA.G.CI.1:	G.CI.1: Define, identify and use relationships among the following: radius, diameter, arc, measure of an arc, chord, secant, tangent, and congruent concentric circles.	G.6.2 Define and identify relationships among: radius, diameter, arc, measure of an arc, chord, secant, and tangent.		IAS2014 Adds congruent concentric circles
MA.G.CI.2:	G.CI.2: Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius; derive the formula for the area of a sector.	G.6.7 Define, find, and use measures of circumference, arc length, and areas of circles and sectors. Use these measures to solve problems.	G-C.5 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; derive the formula for the area of a sector.	
MA.G.CI.3:	G.CI.3: 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 the radius of a circle is perpendicular to a tangent where the radius intersects the circle.	G.6.5 Define, find, and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents).	G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	

MA.G.CI.4:	G.CI.4: Solve real-world and other mathematical problems that involve finding measures of circumference, areas of circles and sectors, and arc lengths and related angles (central, inscribed, and intersections of secants and tangents).	G.6.5 Define, find, and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents).		IAS2014 Uses real-world context for the problems
MA.G.CI.5:	G.CI.5: Construct a circle that passes through three given points not on a line and justify the process used.	G.6.1 Find the center of a given circle. Construct the circle that passes through three given points not on a line.		IAS2014 Asks students to justify the process used
MA.G.CI.6:	G.CI.6: Construct a tangent line to a circle through a point on the circle, and construct a tangent line from a point outside a given circle to the circle; justify the process used for each construction.	G.6.4 Construct tangents to circles and circumscribe and inscribe circles.	G-C.4 Construct a tangent line from a point outside a given circle to the circle.	IAS2014 Asks students to justify the process used
MA.G.CI.7:	G.CI.7: Construct the inscribed and circumscribed circles of a triangle with or without technology, and prove properties of angles for a quadrilateral inscribed in a circle.	G.6.4 Construct tangents to circles and circumscribe and inscribe circles.	G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	IAS2014 Asks students to use technology with the constructions
Transformations				
MA.G.TR.1:	G.TR.1: Use geometric descriptions of rigid motions to transform figures and to predict and describe the results of translations, reflections and rotations on a given figure. Describe a motion or series of motions that will show two shapes are congruent.		G-CO.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.	
MA.G.TR.2:	G.TR.2: Understand 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. Verify experimentally the properties of dilations given by a center and a scale factor. Understand the dilation of a line segment is longer or shorter in the ratio given by the scale factor.		G-SRT.1.a Verify experimentally the properties of dilations given by a center and a scale factor: 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.	IAS2014 Asks to students to verify dilations experimentally.
Three-Dimensional Solids				
MA.G.TS.1:	G.TS.1: Describe relationships between the faces, edges, and vertices of three-dimensional solids. Create a net for a given three-dimensional solid. Describe the three-dimensional solid that can be made from a given net (or pattern).	G.7.3 Describe relationships between the faces, edges, and vertices of polyhedra. G.7.2 Describe the polyhedron that can be made from a given net (or pattern). Describe the net for a given polyhedron.		IAS2014 Includes students using nets
MA.G.TS.2:	G.TS.2: Describe symmetries of three-dimensional solids.	G.7.4 Describe symmetries of geometric solids.		
MA.G.TS.3:	G.TS.3: Know properties of congruent and similar solids, including prisms, regular pyramids, cylinders, cones, and spheres; solve problems involving congruent and similar solids.	G.7.6 Identify and know properties of congruent and similar solids.		IAS2014 Describes what similar solids to use.
MA.G.TS.4:	G.TS.4: Describe sets of points on spheres, including chords, tangents, and great circles.	G.7.5 Describe sets of points on spheres: chords, tangents, and great circles.		
MA.G.TS.5:	G.TS.5: Solve real-world and other mathematical problems involving volume and surface area of prisms, cylinders, cones, spheres, and pyramids, including problems that involve algebraic expressions.		G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	IAS2014 Uses real-world context for the problems
MA.G.TS.6:	G.TS.6: 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).		G-MG.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).	
MA.G.TS.7:	G.TS.7: Graph points on a three-dimensional coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each of the three axes.			This standard is NEW
MA.G.TS.8:	G.TS.8: Determine the distance of a point to the origin on the three-dimensional coordinate plane using the distance formula.			This standard is NEW
MA.G.TS.9:	G.TS.9: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.		G-GMD.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.	
		Unaligned Indiana Academic Mathematics Standard Adopted 2000	Unaligned Common Core State Standard for Mathematics	

G.2.1 Identify and describe convex, concave, and regular polygons.	G-CO.2 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).
G.2.3 Use properties of congruent and similar polygons to solve problems.	G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
G.2.4 Apply transformations (slides, flips, turns, expansions, and contractions) to polygons to determine congruence, similarity, symmetry, and tessellations. Know that images formed by slides, flips, and turns are congruent to the original shape.	G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
G.2.5 Find and use measures of sides, perimeters, and areas of polygons. Relate these measures to each other using formulas.	G-CO.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.
G.2.6 Use coordinate geometry to prove properties of polygons such as regularity, congruence, and similarity.	G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
G.4.1 Identify and describe triangles that are right, acute, obtuse, scalene, isosceles, equilateral, and equiangular.	G-SRT.1.b Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
G.4.2 Define, identify, and construct altitudes, medians, angle bisectors, and perpendicular bisectors.	G-C.1 Prove that all circles are similar.
G.4.6 Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.	G-GPE.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.
G.4.7 Find and use measures of sides, perimeters, and areas of triangles. Relate these measures to each other using formulas.	G-GPE.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 $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.
G.4.9 Use coordinate geometry to prove properties of triangles such as regularity, congruence, and similarity.	G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
G.5.1 Prove and use the Pythagorean Theorem.	G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
G.5.5 Know and use the relationship $\sin^2 x + \cos^2 x = 1$.	G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
G.6.3 Prove theorems related to circles.	
G.6.6 Define and identify congruent and concentric circles.	
G.6.8 Find the equation of a circle in the coordinate plane in terms of its center and radius.	
G.7.1 Describe and make regular and non-regular polyhedra.	
G.7.7 Find and use measures of sides, volumes of solids, and surface areas of solids. Relate these measures to each other using formulas.	