



New York State Common Core Geometry Standards Clarifications

In January 2011, the NYS Board of Regents adopted the NYS P-12 Common Core Learning Standards (CCLS), which include the Common Core State Standards and a small number of additional unique standards added by New York State. The CCLS were created through a collaborative effort on behalf of the National Governor's Association Center for Best Practices and the Council of Chief State School Officers. The standards were developed by key stakeholders in the field, including teachers, school administrators, and content experts.

The main design principles in the NYS CCLS for Mathematics standards are focus, coherence, and rigor. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned.

In an effort to ensure that the standards can be interpreted by teachers and used effectively to inform classroom instruction, several standards of the Geometry curriculum have been identified as needing some clarification. These clarifications are outlined below.

Note: It is anticipated that more standard clarifications may be added to the list as feedback and requests for additional guidance are received.

Clarifications

G-CO.3

Trapezoid is defined as "A quadrilateral with at least one pair of parallel sides."

G-CO.9

Theorems include but are not limited to the listed theorems.

Example: theorems that involve complementary or supplementary angles

G-CO.10

Theorems include but are not limited to the listed theorems.

Example: an exterior angle of a triangle is equal to the sum of the two non-adjacent interior angles of the triangle

G-CO.11

Theorems include but are not limited to the listed theorems.

Example: rhombus are parallelograms with perpendicular diagonals

G-CO.12

Constructions include but are not limited to the listed constructions.

Example: constructing the median of a triangle or constructing an isosceles triangle with given lengths

G-SRT.4

Theorems include but are not limited to the listed theorems.

Example: the length of the altitude drawn from the vertex of the right angle of a right triangle to its hypotenuse is the geometric mean between the lengths of the two segments of the hypotenuse

G-SRT.5

ASA, SAS, SSS, AAS, and Hypotenuse-Leg theorem are valid criteria for triangle congruence.

AA, SAS, and SSS are valid criteria for triangle similarity.

G-C.2

Relationships include but are not limited to the listed relationships.

Example: angles involving tangents and secants