



DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS

FOR

Mathematics

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Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps Essential Elements for English Language Arts*. Lawrence, KS: University of Kansas.

and

Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps Essential Elements for Mathematics*. Lawrence, KS: University of Kansas.

Background on the Dynamic Learning Maps Essential Elements

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. The initial draft of the Dynamic Learning Maps Essential Elements (then called the Common Core Essential Elements) was released in the spring of 2012.

The initial version of the Dynamic Learning Maps Essential Elements (DLM EEs) was developed by a group of educators and content specialists from the 12 member states of the Dynamic Learning Maps Alternate Assessment Consortium (DLM) in the spring of 2011. Led by Edvantia, Inc., a sub-contractor of DLM, representatives from each state education agency and the educators and content specialists they selected developed the original draft of DLM EEs. Experts in mathematics and English language arts, as well as individuals with expertise in instruction for students with significant cognitive disabilities reviewed the draft documents. Edvantia then compiled the information into the version released in the spring of 2012.

Concurrent with the development of the DLM EEs, the DLM consortium was actively engaged in building learning maps in mathematics and English language arts. The DLM learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. In the case of the DLM project, the Common Core State Standards helped to specify academic targets, while the surrounding map content clarified how students could reach the specified standard. Learning maps of this size had not been previously developed, and as a

result, alignment between the DLM EEs and the learning maps was not possible until the fall of 2012, when an initial draft of the learning maps was available for review.

Alignment of the DLM EEs to the DLM Learning Maps

Teams of content experts worked together to revise the initial version of the DLM EEs and the learning maps to ensure appropriate alignment of these two critical elements of the project. Alignment involved horizontal alignment of the DLM EEs with the Common Core State Standards and vertical alignment of the DLM EEs with meaningful progressions in the learning maps. The alignment process began when researchers Caroline Mark and Kelli Thomas compared the learning maps with the initial version of the DLM EEs to determine how the map and the DLM EEs should be adjusted to improve their alignment. The teams of content experts most closely involved with this alignment work included:

Mathematics

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English Language Arts

Caroline Mark, Ph.D. (lead)
Jonathan Schuster, Ph.D.
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Suzanne Peterson

These teams worked in consultation with Sue Bechard, Ph.D. and Karen Erickson, Ph.D., who offered guidance based on their experience in alternate assessments of students with significant cognitive disabilities.

The Alignment Process

The process of aligning the learning map and the DLM EEs began by identifying nodes in the maps that represented the essential elements in mathematics and English language arts. This process revealed areas in the maps where additional nodes were needed to account for incremental growth reflected from an essential element in one grade to the next. Also identified

were areas in which an essential element was out of place developmentally, according to research, with other essential elements. For example, adjustments were made when an essential element related to a higher-grade map node appeared earlier on the map than an essential element related to a map node from a lower grade (e.g., a fifth-grade skill preceded a third-grade skill). Finally, the alignment process revealed DLM EEs that were actually written as instructional tasks rather than learning outcomes.

This initial review step provided the roadmap for subsequent revision of both the learning maps and the DLM EEs. The next step in the DLM project was to develop the claims document, which served as the basis for the evidence-centered design of the DLM project and helped to further refine both the modeling of academic learning in the maps and the final revisions to the DLM EEs.

Claims and Conceptual Areas

The DLM system uses a variant of evidence-centered design (ECD) as the framework for developing the DLM Alternate Assessment System. While ECD is multifaceted, it starts with a set of claims regarding important knowledge in the domains of interest (mathematics and English language arts), as well as an understanding of how that knowledge is acquired. Two sets of claims have been developed for DLM that identify the major domains of interest within mathematics and English language arts for students with significant cognitive disabilities. These claims are broad statements about expected student learning that serve to focus the scope of the assessment. Because the learning map identifies particular paths to the acquisition of academic skills, the claims also help to organize the structures in the learning map for this population of students. Specifically, conceptual areas within the map further define the knowledge and skills required to meet the broad claims identified by DLM.

The claims are also significant because they provide another means through which to evaluate alignment between the DLM EEs and the learning map nodes, and serve as the foundation for evaluating the validity of inferences made from test scores. DLM EEs related to a particular claim and conceptual area must clearly link to one another, and the learning map must reflect how that knowledge is acquired. Developing the claims and conceptual areas for DLM provided a critical framework for organizing nodes on the learning maps and, accordingly, the DLM EEs that align with each node.

The table below reveals the relationships among the claims, conceptual areas, and DLM EEs in mathematics. The DLM EEs are represented with codes that reflect the domains in mathematics. For example, the first letter or digit represents the grade of record, the next code reflects the domain, followed by the number that aligns with the Common Core State Standard grade level expectation. As such, K.CC.1 is the code for the DLM EE that aligns with kindergarten (K), counting and cardinality (CC), standard 1. Keys to the codes can be found under the table.

Clearly articulated claims and conceptual areas for DLM served as an important evidence-centered framework within which this version of the DLM EEs was developed. With the claims and conceptual areas in place, the relationship between DLM EEs within a claim and conceptual area or across grade levels is easier to track and strengthen. The learning maps, as well as the claims and conceptual areas, had not yet been developed when the original versions of the DLM EEs were created. As such, the relationship of DLM EEs within and across grade levels was more difficult to evaluate at that time.

Table 1. Dynamic Learning Maps Claims and Conceptual Areas for Students with Significant Cognitive Disabilities in Mathematics

<p>Claim 1</p>	<p>Number Sense: Students demonstrate increasingly complex understanding of number sense.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>MC 1.1 Understand number structures (counting, place value, fraction) <i>Essential Elements Included:</i> K.CC.1, 4, 5; 1.NBT.1a-b; 2.NBT.2a-b,3; 3.NBT.1,2,3; 3.NF.1-3; 4.NF.1-2,3; 5.NF.1,2; 6.RP.1; 7.RP.1-3; 7.NS.2.c-d; 8.NS.2.a</p> <p>MC 1.2 Compare, compose, and decompose numbers and sets <i>Essential Elements Included:</i> K.CC.6; 1.NBT.2, 3, 4, 6; 2.NBT.1, 4, 5b; 4.NBT.2, 3; 5.NBT.1, 2, 3, 4; 6.NS.1, 5-8; 7.NS.3; 8.NS.2.b; 8.EE.3-4;</p> <p>MC 1.3 Calculate accurately and efficiently using simple arithmetic operations <i>Essential Elements Included:</i> 2.NBT.5.a, 6-7; 3.OA.4; 4.NBT.4, 5.NBT.5, 6-7; 6.NS.2, 3; 7.NS.1, 2.a, 2.b; 8.NS.1; 8.EE.1; N-CN.2.a, 2.b, 2.c; N-RN.1; S-CP.1-5; S-IC.1-2</p>
<p>Claim 2</p>	<p>Geometry: Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>MC 2.1 Understand and use geometric properties of two- and three-dimensional shapes <i>Essential Elements Included:</i> K.MD.1-3; K.G.2-3; 1.G.1, 2; 2.G.1; 3.G.1; 4.G.1, 2; 4.MD.5, 6; 5.G.1-4; 5.MD.3; 7.G.1, 2, 3, 5; 8.G.1, 2, 4, 5; G-CO.1, 4-5, 6-8; G-GMD.1-3, 4</p> <p>MC 2.2 Solve problems involving area, perimeter, and volume <i>Essential Elements Included:</i> 1.G.3; 3.G.2; 4.G.3; 4.MD.3; 5.MD.4-5; 6.G.1, 2; 7.G.4, 6; 8.G.9; G-GMD.1-3; G-GPE.7</p>
<p>Claim 3</p>	<p>Measurement Data and Analysis: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>MC 3.1 Understand and use measurement principles and units of measure <i>Essential Elements Included:</i> 1.MD.1-2, 3.a, 3.b, 3.c, 3.d; 2.MD.1, 3-4, 5, 6, 7, 8; 3.MD.1, 2, 4; 4.MD.1, 2.a, 2.b, 2.c, 2.d; 5.MD.1.a, 1.b, 1.c; N-Q.1-3</p> <p>MC 3.2 Represent and interpret data displays <i>Essential Elements Included:</i> 1.MD.4; 2.MD.9-10; 3.MD.3; 4.MD.4.a, 4.b; 5.MD.2; 6.SP.1-2, 5; 7.SP.1-2, 3, 5-7; 8.SP.4; S-ID. 1-2, 3, 4</p>
<p>Claim 4</p>	<p>Algebraic and functional reasoning: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.</p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p>MC 4.1. Use operations and models to solve problems <i>Essential Elements Included:</i> K.OA.1, 1.a, 1.b, 2, 5.a, 5.b; 2.OA.3, 4; 3.OA.1-2, 8; 4.OA.1-</p>

	<p>2, 3, 4; 6.EE.1-2, 3, 5-7; 7.EE.1, 4; 8.EE.7; A-CED.1, 2-4; A-SSE.1, 3</p> <p>MC 4.2 Understand patterns and functional thinking</p> <p><i>Essential Elements Included: 3.OA.9; 4.OA.5; 5.OA.3; 7.EE.2; 8.EE.5-6; 8.F.1-3, 4, 5; A-REI.10-12; A-SSE.4; F-BF.1, 2; F-IF.1-3, 4-6; F-LE.1</i></p>
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A-CED = creating equations; A-SSE = seeing structure in equations BF = building functions; CC = counting & cardinality; EE = expressions & equations; F-BF = basic fractions; F-IF = interpreting functions; G = geometry; G-GMD = geometric measurement & dimension; G-GPE = general properties & equations; MD = measurement & data; NBT = numbers & operations in base ten; N-CN = complex number system; NF = numbers & operations - fractions; N-RN = real number system; NS = number systems; N-Q = number & quantity; OA = operations & algebraic thinking; RP = ratios & proportional relationships; S-IC- statistics & probability - making inferences/justifying conclusions; S-ID = statistics & probability - interpreting categorical & quantitative data; SP = statistics & probability

Resulting Changes to the DLM Essential Elements

The development of the entire DLM Alternate Assessment System guided a final round of revisions to the DLM EEs, which can be organized into four broad categories: alignment across grade levels, language specificity, common core alignment, and defining learning expectations (rather than instructional tasks). The first type of revision was required to align the DLM EEs across grade levels, both vertically and horizontally. The maps, and the research supporting them, were critical in determining the appropriate progression of skills and understandings from grade to grade. This alignment across grade levels was important within and across standards, strands, and domains. For example, in determining when it was appropriate to introduce concepts in mathematics regarding the relative position of objects, we had to consider the grade level at which prepositions that describe relative position were introduced in English language arts. Examining the research-based skill development outlined in the learning map aided in these kinds of determinations.

The articulation of the claims and conceptual areas reinforced the need for specific language in the DLM EEs to describe learning within an area. Because teams assigned to grade bands developed the first round of DLM EEs, the language choices from one grade to the next were not consistent. Even when closely related skills, concepts, or understandings were

targeted, the same terms were not always selected to describe the intended learning outcome. The teams of content experts who worked on this revised version of the DLM EEs were very intentional in selecting a common set of terms to reflect the claims and conceptual areas and applied them consistently across the entire set of DLM EEs.

Another important change in this version of the DLM EEs involved alignment to the Common Core State Standards (CCSS). Given that the DLM EEs are intended to clarify the bridge to the CCSS expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time. While there was never a one-to-one correspondence between the CCSS and the DLM EEs, the revisions have made the alignment between the two more precise than it was in the first version.

Finally, revisions to the DLM EEs involved shifting the focus of a small number of DLM EEs that were written in the form of instructional tasks rather than learning expectations, and adding “With guidance and support” to the beginning of a few of the DLM EEs in the primary grades in English language arts to reflect the expectations articulated in the CCSS.

Members of the DLM consortium reviewed each of the changes to the original version of the DLM EEs. Four states provided substantive feedback on the revisions, and this document incorporates the changes those teams suggested.

Access to Instruction and Assessment

The DLM EEs specify learning targets for students with significant cognitive disabilities; however, they do not describe all of the ways that students can engage in instruction or demonstrate understanding through an assessment. Appropriate modes of communication, both

for presentation or response, are not stated in the DLM EEs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students' opportunities to learn and to demonstrate learning during assessment should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, a range of assistive technologies is required to access content and demonstrate achievement. For other students, AAC devices or accommodations for hearing and visual impairments will be needed. During instruction, teams should meet individual student needs using whatever technologies and accommodations are required. Examples of some of the ways that students may use technology while learning and demonstrating learning are topics for professional development, and include:

- communication devices that compensate for a student's physical inability to produce independent speech.
- alternate access devices that compensate for a student's physical inability to point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.

Guidance and Support

The authors of the CCSS use the words "prompting and support" at the earliest grade levels to indicate when students are not expected to achieve standards completely independently. Generally, "prompting" refers to "the action of saying something to persuade,

encourage, or remind someone to do or say something” (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the DLM EEs and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the DLM EEs.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include verbal supports, such as

- getting the student started (e.g., “Tell me what to do first.”),
- providing a hint in the right direction without revealing the answer (e.g., Student wants to write *dog* but is unsure how, so the teacher might say, “See if you can write the first letter in the word, /d/og [phonetically pronounced].”),
- using structured technologies such as task-specific word banks, or
- providing structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above applies to instruction and is also linked to demonstrating learning relative to DLM EEs, where guidance and support is specifically called out within the standards.

Conclusion

Developing the research-based model of knowledge and skill development represented in the DLM Learning Maps supported the articulation of assessment claims for mathematics and English language arts. This articulation subsequently allowed for a careful revision of the DLM EEs to reflect both horizontal alignment with the CCSS and vertical alignment across the grades, with the goal of moving students toward more sophisticated understandings in both domains. Though the contributions made by Edvantia and our state partners in developing the initial set of DLM EEs were a critical first step, additional revisions to the DLM EEs were required to ensure consistency across all elements of the Dynamic Learning Maps Alternate Assessment System.

APPENDIX

Development of the Dynamic Learning Maps Essential Elements has been a collaborative effort among practitioners, researchers, and our state representatives. Listed below are the reviews and the individuals involved with each round of improvements to the Dynamic Learning Maps Essential Elements. Thank you to all of our contributors.

Review of Draft Two of Dynamic Learning Maps Essential Elements

A special thanks to all of the experts nominated by their state to review draft two of the Dynamic Learning Maps Essential Elements. We are grateful for your time and efforts to improve these standards for students with significant cognitive disabilities. Your comments have been incorporated into this draft. The states with teams who reviewed draft two include:

Illinois	Oklahoma
Iowa	Utah
Kansas	Virginia
Michigan	West Virginia
Missouri	Wisconsin

Development of the Original Dynamic Learning Maps Common Core Essential Elements

A special thanks to Edvantia and the team of representatives from Dynamic Learning Maps consortium states who developed the original Common Core Essential Elements upon which the revised Dynamic Learning Maps Essential Elements are based. The team from Edvantia who led the original effort included:

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Nathan Davis, Information Technology Specialist
Kristen Deitrick, Corporate Communications Specialist

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Representatives from Dynamic Learning Maps consortium states included:

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SEA Representatives: Tom Deeter, Emily Thatcher

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KANSAS

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High School Mathematics Domain: Geometry—Congruence

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Experiment with transformations in the plane.	
<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>EE.G-CO.1. Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.</p>
<p>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).</p>	<p>Not applicable.</p>
<p>G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p>	<p>Not applicable.</p>
<p>G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p>	<p>EE.G-CO.4–5. Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.</p>
<p>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.</p>	
CLUSTER: Understand congruence in terms of rigid motions.	
<p>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.</p>	<p>EE.G-CO.6–8. Identify corresponding congruent and similar parts of shapes.</p>
<p>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.</p>	
<p>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.</p>	

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Prove geometric theorems.	
<p>G-CO.9. Prove theorems about lines and angles. <i>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.</i></p>	Not applicable.
<p>G-CO.10. Prove theorems about triangles. <i>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.</i></p>	Not applicable.
<p>G-CO.11. Prove theorems about parallelograms. <i>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.</i></p>	Not applicable.
CLUSTER: Make geometric constructions.	
<p>G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>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.</i></p>	Not applicable.
<p>G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p>	Not applicable.

High School Mathematics Domain: Geometry—Similarity, Right Triangles, and Trigonometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand similarity in terms of similarity transformations.	
G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:	Not applicable. See EE.G-CO.6–8 .
G-SRT.1.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.	
G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	
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.	Not applicable. See EE.G-CO.6–8 .
G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Not applicable. See EE.G-CO.6–8 .
CLUSTER: Prove theorems involving similarity.	
G-SRT.4. Prove theorems about triangles. <i>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.</i>	Not applicable.
G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Not applicable. See EE.G-CO.6–8 .
CLUSTER: Define trigonometric ratios, and solve problems involving 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.	Not applicable.
G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.	Not applicable.
G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Apply trigonometry to general triangles.	
G-SRT.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Not applicable.
G-SRT.10. (+) Prove the Laws of Sines and Cosines, and use them to solve problems.	Not applicable.
G-SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Not applicable.

High School Mathematics Domain: Geometry—Circles

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand and apply theorems about circles.	
G-C.1. Prove that all circles are similar.	Not applicable.
G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. <i>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.</i>	Not applicable.
G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Not applicable.
G-C.4. (+) Construct a tangent line from a point outside a give circle to the circle.	Not applicable.
CLUSTER: Find arc lengths and areas of sectors of circles.	
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.	Not applicable.

High School Mathematics Domain: Geometry—Expressing Geometric Properties with Equations

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Translate between the geometric description and the equation for a conic section.	
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.	Not applicable.
G-GPE.2. Derive the equation of a parabola given a focus and directrix.	Not applicable.
G-GPE.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Not applicable.
CLUSTER: Use coordinates to prove simple geometric theorems algebraically.	
G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. <i>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 $(0, 2)$.</i>	Not applicable.
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).	Not applicable. See EE.G.CO.1 .
G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Not applicable. See EE.G.CO.1 .
G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*	EE.G-GPE.7. Find perimeters and areas of squares and rectangles to solve real-world problems.

High School Mathematics Domain: Geometry—Geometric Measurement and Dimension

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Explain volume formulas, and use them to solve problems.	
<p>G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri’s principle, and informal limit arguments.</i></p>	<p>EE.G-GMD.1–3. Make a prediction about the volume of a container, the area of a figure, and the perimeter of a figure, and then test the prediction using formulas or models.</p>
<p>G-GMD.2. (+) Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.</p>	<p>Not applicable.</p>
<p>G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*</p>	<p>Not applicable. See EE.8.G.9 and EE.G-GPE.7.</p>
CLUSTER: Visualize relationships between two-dimensional and three-dimensional objects.	
<p>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.</p>	<p>EE.G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects.</p>

High School Mathematics Domain: Geometry—Modeling with Geometry

CLUSTER: Apply geometric concepts in modeling situations.	
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).*	EE.G-MG.1–3. Use properties of geometric shapes to describe real-life objects.
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-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).*	