

## Summary of 2008 Mathematics Standard Changes

<b>GRADE K</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
M00-S1C1-10 (2003) Identify penny, nickel, dime quarter, and dollar by using manipulatives or pictures.	M00-S1C3-01 (2003) Solve problems using a variety of mental computations and reasonable estimations. MOVED to M03-S1C3-01 (2008)	M00-S1C1-06 (2003) MOVED to M00-S3C3-01 (2008) Record equivalent forms of whole numbers to 10 by constructing models and using numbers.	M00-S1C1-03 (2008) Identify numbers that are one more or less than a given number to 20.
M00-S1C2-06 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard.)</b>	M00-S2C1-05 (2003) Solve problems based on simple graphs, charts, and tables. MOVED to M01-S2C1-02 (2008)	M00-S2C1-01 (2008) Construct simple displays of data using objects or pictures. MOVED from M01-S2C1-02	M00-S1C2-03 (2008) Create word problems based on sums to 10 and differences with minuends to 10.
M00-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M00-S2C3-01 (2003) Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many outfits can one make with 2 different color shirts and 2 different pairs of pants?). MOVED to M02-S2C3-01 (2008)	M00-S3C3-02 (2008) Compare expressions using spoken words and the symbol =. MOVED from M01-S1C2-12 (2003)	M00-S1C3-01 (2008) Identify quantities to 20 as more or less than 5 or as more or less than 10.
	M00-S2C4-01 (2003) Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels). MOVED to M02-S2C4-01 (2008)	M00-S4C1-01 (2008) Identify, analyze, and describe circles, triangles, and rectangles (including squares) in different orientations and environments. MOVED from M01-S4C1-03 (2003)	M00-S3C1-02 (2008) Recognize, describe, extend, and record simple growing patterns.

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		M00-S5C2-01 (2003) and M00-S5C2-02 (2003) MOVED to M00-S2C3-01 (2008) Sort, classify, count, and represent up to 20 objects and justify the sorting rule.	M00-S5C2-01 (2008) Identify the question(s) asked and any other questions that need to be answered in order to find a solution.
			M00-S5C2-02 (2008) Identify the given information that can be used to find a solution.
			M00-S5C2-03 (2008) Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
			M00-S5C2-04 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
			M00-S5C2-05 (2008) Explain and clarify mathematical thinking.
			M00-S5C2-06 (2008) Determine whether a solution is reasonable.

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GRADE 1			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M01-S1C2-06 (2003) Select the grade-level appropriate operation to solve word problems. <b>(This skill is required throughout the standard.)</b>	M01-S1C1-10 (2003) Identify odd and even whole numbers through 100. MOVED to M02-S1C1-06 (2008)	M01-S1C2-08 (2003) MOVED to M01-S1C1-02 (2008) Count forward to 100 and backward from 100 by 1s and 10s using different starting points, and count forward to 100 by 2s and 5s.	M01-S1C1-03 (2008) Identify numbers which are 10 more or less than a given number to 90.
M01-S1C2-13 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard.)</b>	M01-S1C1-14 (2003) Make models that represent given fractions (halves). MOVED to M03-S1C1-05 (2008)	M01-S1C2-12 (2003) MOVED to M01-S3C3-03 (2008) Represent a word problem requiring addition or subtraction facts using an equation.	M01-S3C3-01 (2008) Record equivalent forms of whole numbers to 100 by constructing models and using numbers.
M01-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M01-S1C1-15 (2008) Identify in symbols and in words a model that is divided into equal fractional parts (halves). MOVED to M03-S1C1-05 (2008)	M01-S1C3-02 (2003) MOVED to M01-S4C4-01 (2008) Compare and order objects according to length, capacity, and weight.	M01-S3C3-02 (2008) Compare expressions using spoken words and the symbols = and $\neq$ .
	M01-S1C1-16 (2003) Identify money by name and value: penny, nickel, dime, quarter, and one dollar. MOVED to M02-S1C1-05 (2008)	M01-S5C1-01 (2003) MOVED to M01-S1C2-04 (2008) Create word problems based on addition and subtraction facts.	M01-S4C1-03 (2008) Describe the results of composing and decomposing 2-dimensional figures.
	M01-S1C1-17 (2003) Count money through \$1.00 using coins. MOVED to M02-S1C1-05 (2008)	M01-S5C2-02 (2003) MOVED to M01-S2C3-01 (2008) Use Venn diagrams to sort, classify, and count objects and justify the sorting rule.	M01-S5C2-01 (2008) Identify the question(s) asked and any other questions that need to be answered in order to find a solution.

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	M01-S1C1-18 (2003) Identify the value of a collection of coins using the symbols ¢ and \$. MOVED to M02-S1C1-05 (2008)	M01-S5C2-02 (2003) MOVED to M01-S4C1-02 (2008) Compare and sort basic 2-dimensional figures (including irregular figures) using attributes and explain the reasoning for the sorting.	M01-S5C2-03 (2008) Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
	M01-S1C2-11 (2003) Identify addition and subtraction as inverse operations. MOVED to M02-S1C2-04 (2008)		M01-S5C2-04 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M01-S1C2-14 (2003) Demonstrate addition of fractions with like denominators (halves) using models. MOVED to M04-S1C2-01 (2008)		M01-S5C2-05 (2008) Explain and clarify mathematical thinking.
	M01-S1C2-15 (2003) Demonstrate subtraction of fractions with like denominators (halves) using models. MOVED to M04-S1C2-01 (2008)		M01-S5C2-06 (2008) Determine whether a solution is reasonable.
	M01-S1C2-16 (2003) Add and subtract money without regrouping using manipulatives and paper and pencil, through 99¢. MOVED to M02-S1C2-02 (2008)		

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	M01-S2C3-01 (2003) Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many ice cream cones can one make with 2 different types of ice cream and 2 different types of cones?). MOVED to M03-S2C3-01 (2008)		
	M01-S2C4-01 (2003) Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels). MOVED to M02-S2C4-01 (2008)		
	M01-S3C3-01 (2003) Use variables in contextual situations. MOVED to M03-S3C3-02 (2008)		
	M01-S3C4-01 (2003) Identify the change in a variable over time (e.g., an object gets taller, colder, heavier, etc.). MOVED to M04-S3C4-01 (2008)		
	M01-S3C4-02 (2003) Make simple predictions based on a variable (e.g., select next stage of plant growth). MOVED to M04-S3C4-01 (2008)		

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	<p>M01-S4C1-03 (2003) Use concepts and terms of position and size in contextual situations:</p> <ul style="list-style-type: none"> <li>• Inside/outside,</li> <li>• Left/right,</li> <li>• Above/below/between,</li> <li>• Smaller/larger, and</li> <li>• Longer/shorter.</li> </ul> <p>MOVED to M00-S4C1-01 (2008)</p>		
	<p>M01-S4C1-06 (2003) Recognize where a line of symmetry divides a 2-dimensional shape into mirror images. MOVED to M02-S4C2-01 (2008)</p>		
	<p>M01-S4C2-01 (2003) Recognize same shape in different positions (slide/translations). MOVED to M03-S4C2-01 (2008)</p>		
	<p>M01-S4C4-02 (2003) Select the appropriate measure of accuracy:</p> <ul style="list-style-type: none"> <li>• length – inches, feet,</li> <li>• capacity/volume – cups, gallons, and</li> <li>• mass/weight – pounds.</li> </ul> <p>MOVED to M02-S4C4-02 (2008)</p>		

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	M01-S4C4-03 (2003) Tell time to the hour using analog and digital clocks. MOVED to M02-S4C4-01 (2008) and M03-S4C4-01 (2008)		

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GRADE 2			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M02-S1C2-07 (2003) Select the grade-level appropriate operation to solve word problems. <b>(This skill is required throughout the standard.)</b>	M02-S1C1-12 (2003) Use ordinal numbers. MOVED to M01-S1C1-05 (2008)	M02-S1C1-06 (2003) MOVED to M02-S3C3-01 (2008) Record equivalent forms of whole numbers to 1000 by constructing models and using numbers.	M02-S1C1-03 (2008) Identify numbers which are 100 more or less than a given number to 900.
M02-S1C2-09 (2003) Count by multiples of three.	M02-S1C1-14 (2003) Make models that represent given fractions (halves and fourths). MOVED to M03-S1C1-05 (2008)	M02-S1C1-18 (2003) MOVED to M02-S1C2-01 (2008) Solve contextual problems using multiple representations involving <ul style="list-style-type: none"> <li>• addition and subtraction with one- and/or two-digit numbers,</li> <li>• multiplication for 1s, 2s, 5s, and 10s, and</li> <li>• adding and subtracting money to \$1.00.</li> </ul>	M01-S1C2-07 (2008) Describe the effect of operations (addition and subtraction) on the size of whole numbers.

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M02-S1C2-13 (2003) Apply the symbols: +, -, x, ÷, =, ≠, <, >, %. <b>(Removed x, ÷, % )</b>	M02-S1C1-15 (2003) Identify in symbols and words a model that is divided into equal fractional parts (halves and fourths). MOVED to M03-S1C1-05 (2008)	M02-S1C2-13 (2003) MOVED to M02-S1C1-04 (2008) Compare and order whole numbers through 1000 by applying the concept of place value. MOVED to M02-S3C3-02 (2008) Compare expressions using spoken words and the symbols =, ≠, <, and >. MOVED to M02-S3C3-03 (2008) Represent a word problem requiring addition or subtraction through 100 using an equation. MOVED to M02-S3C3-04 (2008) Identify the value of an unknown number in an equation involving an addition or subtraction fact.	M02-S1C3-01 (2008) Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.
M02-S1C2-14 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is used throughout the standard).</b>	M02-S1C1-19 (2003) Compare two decimals using money, through hundredths, using models, illustrations, or symbols. MOVED to M04-S1C1-04 (2008)	M02-S1C3-02 (2003) and M02-S1C3-03 MOVED to M02-S4C4-02 (2008) Apply measurement skills to measure the attributes of an object (length, capacity, weight).	M02-S2C3-02 (2008) Solve a variety of problems based on the addition principle of counting.

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M02-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M02-S1C1-20 (2003) Distinguish the equivalency among decimals, fractions and percents (e.g., half-dollar = 50¢ = 50%). MOVED to M05-S1C1-01 (2008)	M02-S4C1-03 (2003) MOVED to M02-S4C2-01 (2008) Identify, with justification, whether a 2-dimensional figure has lines of symmetry.	M02-S2C4-02 (2008) Build vertex-edge graphs using concrete materials and explore properties of vertex-edge graphs <ul style="list-style-type: none"> <li>• number of vertices and edges,</li> <li>• neighboring vertices, and</li> <li>• paths in a graph</li> </ul>
M02-S5C2-01 (2003) Identify the concepts <i>some</i> , <i>every</i> , and <i>many</i> within the context of logical reasoning.	M02-S1C2-15 (2003) Demonstrate addition of fractions with like denominators (halves and fourths) using models. MOVED to M04-S1C2-01 (2008)	M02-S4C4-03 (2008) Read temperatures on a thermometer using Fahrenheit and Celsius. MOVED from M03-S4C4-05 (2003)	M02-S2C4-03 (2008) Construct simple vertex-edge graphs from simple pictures or maps.
M02-S5C2-02 (2003) Identify the concepts <i>all</i> and <i>none</i> within the context of logical reasoning.	M02-S1C2-16 (2003) Demonstrate subtraction of fractions with like denominators (halves and fourths) using models. MOVED to M04-S1C2-01 (2008)	M02-S5C1-01 (2003) MOVED to M02-S1C2-05 (2008) Create and solve word problems based on addition and subtraction of two-digit numbers.	M02-S3C3-03 (2008) Represent a word problem requiring addition or subtraction through 100 using an equation.
	M02-S1C3-01 (2003) Solve problems using a variety of mental computations and reasonable estimation. MOVED to M03-S1C3-01 (2008)		M02-S5C2-01 (2008) Identify the question(s) asked and any other questions that need to be answered in order to find a solution.

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	M02-S1C3-03 (2003) Compare an estimate to the actual measure. MOVED to M03-S4C4-02 (2008)		M02-S5C2-02 (2008) Identify the given information that can be used to find a solution.
	M02-S1C3-04 (2003) Evaluate the reasonableness of an estimate. MOVED to M03-S1C3-01 (2008)		M02-S5C2-03 (2008) Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
	M02-S2C2-01 (2003) Name the possible outcomes for a probability experiment. MOVED to M04-S2C2-01 (2008)		M02-S5C2-04 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M02-S2C2-02 (2003) Predict the most likely or least likely outcome in probability experiments (e.g., Predict the chance of spinning one of the 2 colors on a 2-colored spinner.). MOVED to M04-S2C2-01 (2008)		M02-S5C2-05 (2008) Explain and clarify mathematical thinking.
	M02-S2C2-03 (2003) Predict the outcome of a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		M02-S5C2-06 (2008) Determine whether a solution is reasonable.

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	M02-S2C2-04 (2003) Record the data from performing a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		
	M02-S2C2-05 (2003) Compare the outcome of an experiment to predictions made prior to performing the experiment. MOVED to M05-S2C2-02 (2008)		
	M02-S2C2-06 (2003) Compare the results of two repetitions of the same grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		
	M02-S3C4-01 (2003) Identify the change in a variable over time (e.g., an object gets taller, colder, heavier). MOVED to M04-S3C4-01 (2008)		
	M02-S3C4-02 (2003) Make simple predictions based on a variable (e.g., a child's height from year to year). MOVED to M04-S3C4-01 (2008)		

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	M02-S4C1-02 (2003) Recognize congruent shapes. MOVED to M04-S4C1-05 (2008)		
	M02-S4C2-01 (2003) Recognize same shape in different positions (flip/reflection). MOVED to M03-S4C2-01 (2008)		
	M02-S4C4-04 (2003) Determine the passage of time using units of days and weeks within a month using a calendar. MOVED to M03-S4C4-01 (2008)		

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M03-S1C2-05 (2003) Select the grade-level appropriate operation to solve word problems. <b>(This skill is required throughout the standard).</b>	M03-S1C1-16 (2003) Use decimals through hundredths in contextual situations. MOVED to M04-S1C2-01 (2008)	M03-S1C2-14 (2003) MOVED to M03-S1C1-01 (2008) Express whole numbers through six digits using and connecting multiple representations. (“,” <b>only</b> )	M03-S1C2-02 (2008) Create and solve word problems based on addition, subtraction, multiplication, and division.
M03-S1C2-06 (2003) Solve word problems using grade-level appropriate operations and numbers. <b>(This skill is required throughout the standard).</b>	M03-S1C1-17 (2003) Compare two decimals, through hundredths, using models, illustrations, or symbols. MOVED to M04-S1C1-04 (2008)	M03-S1C3-02 (2003) MOVED to M03-S4C4-02 (2008) Apply measurement skills to measure length, weight, and capacity using US Customary units.	M03-S1C2-06 (2008) Describe the effect of operations (multiplication and division) on the size of whole numbers.
M03-S1C2-15 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard).</b>	M03-S1C1-18 (2003) Order three or more decimals, through hundredths, using models, illustrations, or symbols. MOVED to M04-S1C1-04 (2008)	M03-S1C3-03 (2003) MOVED to M03-S4C4-02 (2008) Apply measurement skills to measure length, weight, and capacity using US Customary units.	M03-S2C3-02 (2008) Solve a variety of problems based on the multiplication principle of counting.
M03-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M03-S1C1-19 (2003) Determine the equivalency among decimals, fractions, and percents (e.g., half-dollar = 50¢ = 50% and $1/4 = 0.25 = 25%$ ). MOVED to M05-S1C1-01 (2008)	M03-S1C3-04 (2003) MOVED to M03-S4C4-02 (2008) Apply measurement skills to measure length, weight, and capacity using US Customary units.	M03-S2C4-01 (2008) Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> <li>• circuits in a graph,</li> <li>• weights on edges, and</li> <li>• shortest path between two vertices</li> </ul>

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M03-S4C1-01 (2003) Build geometric figures with other common shapes (e.g., tangrams, pattern blocks, geoboards).	M03-S1C1-20 (2003) Identify whole-number factors and/or pairs of factors for a given whole number through 24. MOVED to M04-S1C1-02 (2008)	M03-S4C1-05 (2003) MOVED to M03-S4C2-02 (2008) Identify, with justification, all lines of symmetry in a 2-dimensional figure.	M03-S2C4-02 (2008) Solve problems using vertex-edge graphs.
	M03-S1C1-21 (2003) Determine multiples of a given whole number with products through 24 (skip counting). MOVED to M04-S1C1-02 (2008)	M03-S5C1-01 (2003) MOVED to M03-S5C2-02 (2008) Identify relevant, missing, and extraneous information related to the solution to a problem.	M03-S3C2-02 (2008) Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pictorial.
	M03-S1C2-14 (2003) Apply the symbols: $\times$ , $\div$ , $/$ , $*$ , $\%$ , and the grouping symbols ( ) and “,”. MOVED to M04-S1C1-01 (2008), M04-S1C2-06 (2008)		M03-S3C3-01 (2008) Record equivalent forms of whole numbers to six digits by constructing models and using numbers.
	M03-S1C2-16 (2003) Add or subtract fractions with like denominators (halves, thirds, fourths, eighths, and tenths) appropriate to grade level. MOVED to M04-S1C2-01 (2008)		M03-S4C1-01 (2008) Describe sequences of 2-dimensional figures created by increasing the number of sides, changing size, or changing orientation.
	M03-S1C2-17 (2003) Apply addition and subtraction in contextual situations, through \$20.00. MOVED to M04-S1C2-01 (2008)		M03-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.

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	M03-S2C2-01 (2003) Name the possible outcomes for a probability experiment. MOVED to M04-S2C2-01 (2008)		M03-S5C2-03 (2008) Select and use one or more strategies to efficiently solve the problem and justify the selection.
	M03-S2C2-02 (2003) Make predictions about the probability of events being more likely, less likely, equally likely or unlikely. MOVED to M04-S2C2-01 (2008)		M03-S5C2-04 (2008) Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
	M03-S2C2-03 (2003) Predict the outcome of a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		M03-S5C2-05 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M03-S2C2-04 (2003) Record the data from performing a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		M03-S5C2-07 (2008) Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
	M03-S2C2-05 (2003) Compare the outcome of an experiment to predictions made prior to performing the experiment. MOVED to M05-S2C2-02 (2008)		M03-S5C2-08 (2008) Make and test conjectures based on data (or information) collected from explorations and experiments.

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	M03-S2C2-06 (2003) Compare the results of two repetitions of the same grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		
	M03-S3C4-01 (2003) Identify the change in a variable over time (e.g., an object gets taller, colder, heavier). MOVED to M04-S3C4-01 (2008)		
	M03-S3C4-02 (2003) Make simple predictions based on a variable (e.g., increases in allowance as you get older). MOVED to M04-S3C4-01 (2008)		
	M03-S4C3-01 (2003) Identify points in the first quadrant of a grid using ordered pairs. MOVED to M04-S4C3-01 (2008)		
	M03-S4C4-02 (2003) Tell time with one-minute precision (analog). MOVED to M02-S4C4-01 (2008)		

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	M03-S4C4-05 (2003) Record temperatures to the nearest degree in degrees Fahrenheit and degrees Celsius as shown on a thermometer. MOVED to M02-S4C4-03 (2008)		

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GRADE 4			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M04-S1C2-03 (2003) Select the grade-level appropriate operation to solve word problems. <b>(This skill is required throughout the standard).</b>	M04-S1C1-02 (2003) Identify whole numbers in or out of order. MOVED to M03-S1C1-01 (2008)	M04-S1C1-05 (2008) Use simple ratios to describe problems in context. MOVED from M06-S1C1-01 (2003)	M04-S2C3-02 (2008) Justify that all possibilities have been enumerated without duplication.
M04-S1C2-04 (2003) Solve word problems using grade-level appropriate operations and numbers. <b>(This skill is required throughout the standard).</b>	M04-S1C1-03 (2003) Write whole numbers in or out of order. MOVED to M03-S1C1-01 (2008)	M04-S1C1-14 (2003) MOVED to M04-S1C2-01 (2008) Add and subtract decimals through hundredths including money to \$1000.00 and fractions with like denominators.	M04-S2C4-01 (2008) Demonstrate the connection between map coloring and vertex coloring.
M04-S1C2-11 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard).</b>	M04-S1C1-07 (2003) Compare two whole numbers. MOVED to M03-S1C1-02 (2008)	M04-S2C1-04 (2008) Compare two sets of related data. MOVED from M05-S2C1-07 (2003)	M04-S2C4-03 (2008) Solve conflict problems by constructing and coloring vertex-edge graphs.
M04-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M04-S1C1-08 (2003) Order three or more whole numbers. MOVED to M03-S1C1-02 (2008)	M04-S2C4-02 (2008) Construct vertex-edge graphs to represent concrete situations and identify paths and circuits. MOVED from M06-S2C4-01 (2003)	M04-S4C1-02 (2008) Justify which objects in a collection match a given geometric description.
M04-S4C1-08 (2003) Draw a 2-dimensional shape that has line symmetry.	M04-S1C2-01 (2003) Add whole numbers. MOVED to M03-S1C2-01 (2008)	M04-S3C3-02 (2008) Create and solve one-step equations that can be solved using addition, subtraction, multiplication, and division of whole numbers. MOVED from M06-S3C3-05 (2003)	M04-S4C1-04 (2008) Recognize which attributes (such as shape or area) change and which do not change when 2-dimensional figures are cut up or rearranged.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 4</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M04-S1C2-02 (2003) Subtract whole numbers. MOVED to M03-S1C2-01 (2008)	M04-S4C1-07 (2008) Recognize the relationship between a 3-dimensional figure and its corresponding net(s). MOVED from M07-S4C1-03 (2003) and M08-S4C1-03 (2003)	M04-S4C3-02 (2008) Plot line segments in the first quadrant of the coordinate plane using a set of ordered pairs in a table.
	M04-S1C2-10 (2003) Apply the symbol: $\bullet$ and $()$ for multiplication, and $\leq$ , $\geq$ . MOVED to M02-S3C3-02 (2008) <b>(greater than and less than symbols)</b>	M04-S4C4-05 (2008) Describe the change in perimeter or area when one attribute (length or width) of a rectangle changes. MOVED from M05-S4C4-08 (2003)	M04-S4C3-03 (2008) Construct geometric figures with vertices at points on the coordinate plane.
	M04-S1C2-10 (2003) Apply the symbol: $\bullet$ and $()$ for multiplication, and $\leq$ , $\geq$ . MOVED to M05-S1C2-04 (2008) <b>(raised dot and parentheses)</b>	M04-S5C1-01 (2003) MOVED to M04-S5C2-02 (2008) Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.	M04-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.
	M04-S2C1-02 (2003) Construct a single-bar graph, line graph or two-set Venn diagram with appropriate labels and title from organized data. MOVED to M07-S2C3-02 (2008) <b>(two set Venn diagrams)</b>		M04-S5C2-03 (2008) Select and use one or more strategies to efficiently solve the problem and justify the selection.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 4</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M04-S2C1-03 (2003) Interpret graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data. MOVED to M07-S2C3-02 (2008) <b>(two-set Venn diagrams)</b>		M04-S5C2-04 (2008) Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
	M04-S2C1-04 (2003) Answer questions based on graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data. MOVED to M07-S2C3-02 (2008) <b>(two-set Venn diagrams)</b>		M04-S5C2-05 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M04-S2C2-03 (2003) Predict the outcome of a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		M04-S5C2-06 (2008) Summarize mathematical information, explain reasoning, and draw conclusions.
	M04-S2C2-04 (2003) Record the data from performing a grade-level MOVED to M05-S2C2-02 (2008)		M04-S5C2-07 (2008) Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 4</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M04-S2C2-05 (2003) Compare the outcome of an experiment to predictions made prior to performing the experiment. MOVED to M05-S2C2-02 (2008)		M04-S5C2-08 (2008) Make and test conjectures based on data (or information) collected from explorations and experiments
	M04-S2C2-06 (2003) Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes). MOVED to M05-S2C2-02 (2008)		
	M04-S2C2-07 (2003) Compare the results of two repetitions of the same grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		
	M04-S2C4-01 (2003) Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels). MOVED to M03-S2C4-01 (2008)		

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 4</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M04-S3C2-01 (2003) Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model). MOVED to M02-S3C2-01 (2008)		
	M04-S4C1-01 (2003) Identify the properties of 2-dimensional figures using appropriate terminology. MOVED to M02-S4C1-01 (2008)		
	M04-S4C1-02 (2003) Identify models or illustrations of prisms, pyramids, cones, cylinders, and spheres. MOVED to M03-S4C1-03 (2008)		
	M04-S4C1-07 (2003) Identify similar shapes. MOVED to M03-S4C1-02 (2008)		
	M04-S4C2-01 (2003) Demonstrate translation using geometric figures. MOVED to M03-S4C2-01 (2008)		
	M04-S4C2-02 (2003) Identify a tessellation. MOVED to M08-S4C2-02 (2008)		

## Summary of 2008 Mathematics Standard Changes

GRADE 4			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
	M04-S4C4-02 (2003) Compute elapsed time using a clock (e.g., hours and minutes since or until...) or a calendar (e.g., days, weeks, years since or until...) MOVED to M03-S4C4-01 (2008)		
	M04-S4C4-05 (2003) Compare units of measure to determine <i>more</i> or <i>less</i> relationships including: <ul style="list-style-type: none"> <li>length - <b>yards and miles</b>, meters and kilometers, and</li> <li>weight - <b>pounds and tons</b>, grams and kilograms.</li> </ul> MOVED to M03-S4C4-02 (2008) ( <b>US customary units only</b> )		
	M04-S5C1-02 (2003) Develop an algorithm to calculate the perimeter of simple polygons. MOVED to M05-S5C1-02 (2008)		
	M04-S5C2-01 (2003) Draw a conclusion from a Venn diagram. MOVED to M07-S5C2-07 (2008)		

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 4</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M04-S5C2-02 (2003) Identify simple valid arguments using <i>if...then</i> statements based on graphic organizers (e.g., 2-set Venn diagrams and pictures). MOVED to M05-S5C2-09 (2008)		

## Summary of 2008 Mathematics Standard Changes

GRADE 5			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M05-S1C2-01 (2003) Select the grade-level appropriate operation to solve word problems. <b>(This skill is required throughout the standard.)</b>	M05-S1C1-01 (2003) Make models that represent improper fractions. MOVED to M04-S1C1-01 (2008)	M05-S1C1-03 (2008) Locate integers on a number line. MOVED from M07-S1C1-06 (2003)	M05-S1C1-05 (2008) Use ratios and unit rates to model, describe and extend problems in context.
M05-S1C2-02 (2003) Solve word problems using grade-level appropriate operations and numbers. <b>(This skill is required throughout the standard.)</b>	M05-S1C1-02 (2003) Identify symbols, words, or models that represent improper fractions. MOVED to M04-S1C1-01 (2008)	M05-S1C1-06 (2008) Express or interpret positive and negative numbers in context. MOVED from M07-S1C1-04 (2003)	M05-S2C3-01 (2008) Analyze relationships among representations and make connections to the multiplication principle of counting.
M05-S1C2-09 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard.)</b>	M05-S1C1-03 (2003) Use improper fractions in contextual situations. MOVED to M04-S1C1-05 (2008)	M05-S1C3-04 (2003) MOVED to M05-S4C4-05 (2008) Solve problems involving area and perimeter of regular and irregular polygons using reallocation of square units.	M05-S2C4-01 (2008) Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> <li>• Euler paths,</li> <li>• Euler circuits, and</li> <li>• degree of a vertex.</li> </ul>
M05-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M05-S1C1-09 (2003) Identify all whole number factors and pairs of factors for a number. MOVED to M04-S1C1-02 (2008)	M05-S4C4-02 (2003) MOVED to M05-S4C1-01 (2008) Draw and label 2-dimensional figures given specific attributes including angle measure and side length.	M05-S2C4-02 (2008) Solve problems related to Euler paths and circuits.
M05-S5C1-02 (2003) Design simple algorithms using whole numbers.	M05-S1C2-13 (2003) Multiply decimals. MOVED to M06-S1C2-02 (2008)	M05-S4C4-03 (2008) Measure angles between 0 and 360 degrees. MOVED from M06-S4C4-04 (2003)	M05-S4C1-03 (2008) Classify quadrilaterals by their properties.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 5</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M05-S1C2-14 (2003) Divide decimals. MOVED to M06-S1C2-03 (2008)	M05-S5C1-01 (2003) MOVED to M05-S5C2-02 (2008) Identify relevant, missing, and extraneous information related to the solution to a problem.	M05-S4C4-01 (2008) Solve problems using elapsed time.
	M05-S1C3-05 (2003) Compare estimated measurements between U.S. customary and metric systems (e.g., A yard is about a meter.). MOVED to M07-S1C3-04 (2008)		M05-S5C1-01 (2008) Analyze common algorithms for adding and subtracting fractions and decimals using the associative, commutative, and distributive properties.
	M05-S2C1-07 (2003) Compare two sets of data related to the same investigation. MOVED to M04-S2C1-04 (2008)		M05-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.
	M05-S2C2-02 (2003) Describe the probability of events as being: <ul style="list-style-type: none"> <li>• certain (represented by “1”),</li> <li>• impossible, (represented by “0”), or</li> <li>• neither certain nor impossible (represented by a fraction less than 1).</li> </ul> MOVED to M04-S2C2-01 (2008)		M05-S5C2-03 (2008) Select and use one or more strategies to efficiently solve the problem and justify the selection.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 5</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M05-S2C4-01 (2003) Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels). MOVED to M03-S2C4-01 (2008)		M05-S5C2-04 (2008) Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
	M05-S3C2-01 (2003) Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model). MOVED to M02-S3C2-01 (2008)		M05-S5C2-05 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M05-S3C3-01 (2003) Evaluate expressions involving the four basic operations by substituting given decimals for the variable. MOVED to M06-S3C3-04 (2008)		M05-S5C2-06 (2008) Summarize mathematical information, explain reasoning, and draw conclusions.
	M05-S4C1-01 (2003) Recognize regular polygons. MOVED to M02-S4C1-01 (2008)		M05-S5C2-07 (2008) Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
	M05-S4C1-05 (2003) Draw points, lines, line segments, rays, and angles with appropriate labels. MOVED to M04-S4C1-01 (2008)		M05-S5C2-08 (2008) Make and test conjectures based on data or information collected from explorations and experiments.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 5</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M05-S4C1-06 (2003) Recognize that all pairs of vertical angles are congruent. MOVED to M06-S4C1-02 (2008)		
	M05-S4C1-07 (2003) Classify triangles as scalene, isosceles, or equilateral. MOVED to M04-S4C1-03 (2008)		
	M05-S4C1-09 (2003) Identify the diameter, radius, and circumference of a circle. MOVED to M06-S4C1-01 (2008)		
	M05-S4C1-13 (2003) Identify the lines of symmetry in a 2-dimensional shape. MOVED to M03-S4C2-02 (2008)		
	M05-S4C2-01 (2003) Demonstrate reflections using geometric figures. MOVED to M03-S4C2-01 (2008)		
	M05-S4C2-02 (2003) Describe the transformations that created a tessellation. MOVED to M08-S4C2-02 (2008)		

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 5</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M05-S4C3-01 (2003) Graph points in the first quadrant on a grid using ordered pairs. MOVED to M04-S4C3-01 (2008)		
	M05-S4C4-03 (2003) Determine relationships including volume (e.g., pints and quarts, milliliters and liters). MOVED to M04-S4C4-03 (2008)		
	M05-S4C4-04 (2003) Convert measurement units to equivalent units within a given system (U.S. customary and metric) (e.g., 12 inches = 1 foot; 10 decimeters = 1 meter). MOVED to M04-S4C4-03 (2008)		
	M05-S4C4-08 (2003) Describe the change in perimeter or area when one attribute (length, width) of a rectangle is altered. MOVED to M04-S4C4-05 (2008)		

## Summary of 2008 Mathematics Standard Changes

GRADE 6			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M06-S1C2-01 (2003) Select the grade-level appropriate operation to solve word problems. <b>(This skill is required throughout the standard.)</b>	M06-S2C2-02 (2003) Express probabilities of a single event as a decimal. MOVED to M05-S2C2-01 (2008)	M06-S5C1-01 (2003) MOVED to M06-S5C2-02 (2008) Identify relevant, missing, and extraneous information related to the solution to a problem.	M06-S1C1-05 (2008) Express that a number's distance from zero on the number line is its absolute value.
M06-S1C2-02 (2003) Solve word problems using grade-level appropriate operations and numbers. <b>(This skill is required throughout the standard.)</b>	M06-S3C3-05 (2003) Solve one-step equations with one variable represented by a letter or symbol, using inverse operations with whole numbers. MOVED to M04-S3C3-02 (2008)		M06-S1C1-06 (2008) Express the inverse relationships between exponents and roots for perfect squares and cubes.
M06-S1C2-04 (2003) Apply the symbols for “...” or “—” to represent repeating decimals and “:” to represent ratios, superscripts as exponents.	M06-S4C1-01 (2003) Classify polygons by their attributes (e.g., number of sides, length of sides, angles, parallelism, perpendicularity). MOVED to M05-S4C1-01 (2008)		M06-S1C2-01 (2008) Apply and interpret the concepts of addition and subtraction with integers using models.
M06-S1C2-05 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard.)</b>	M06-S4C1-02 (2003) Draw a geometric figure showing specified properties, such as parallelism and perpendicularity. MOVED to M05-S4C1-01 (2008)		M06-S1C3-01 (2008) Use benchmarks as meaningful points of comparison for rational numbers.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 6</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
M06-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M06-S4C1-03 (2003) Classify prisms, pyramids, cones, and cylinders by base shape and lateral surface shape. MOVED to M07-S4C1-03 (2008)		M06-S2C3-02 (2008) Explore counting problems with Venn diagrams using three attributes.
M06-S4C1-09 (2003) Draw a 2-dimensional shape with a given number of lines of symmetry.	M06-S4C1-04 (2003) Classify 3-dimensional figures by their attributes. MOVED to M07-S4C1-03 (2008)		M06-S2C4-02 (2008) Solve problems related to Hamilton paths and circuits.
	M06-S4C1-05 (2003) Compare attributes of 2-dimensional figures with 3-dimensional figures. MOVED to M05-S4C1-04 (2008)		M06-S3C3-02 (2008) Create and solve two-step equations that can be solved using inverse properties with fractions and decimals.
	M06-S4C1-06 (2003) Draw triangles with appropriate labels. MOVED to M05-S4C1-01 (2008)		M06-S4C2-02 (2008) Draw a reflection of a polygon in the coordinate plane using a horizontal or vertical line of reflection.
	M06-S4C2-02 (2003) Perform elementary transformations to create a tessellation. MOVED to M08-S4C2-02		M06-S4C4-03 (2008) Estimate the measure of objects using a scale drawing or map.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 6</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M06-S4C4-03 (2003) Determine a linear measurement to the appropriate degree of accuracy. MOVED to M07-S4C4-07 (2008)		M06-S4C4-06 (2008) Describe the relationship between the volume of a figure and the area of its base.
	M06-S4C4-04 (2003) Measure angles using a protractor. MOVED to M05-S4C4-03 (2008)		M06-S5C1-02 (2008) Create and justify an algorithm to determine the area of a given compound figure using parallelograms and triangles.
	M06-S4C4-10 (2003) Identify parallelograms having the same perimeter or area. MOVED to M07-S4C4-02 (2008)		M06-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.
	M06-S4C4-11 (2003) Determine the actual measure of objects using a scale drawing or map. MOVED to M07-S4C4-04 (2008)		M06-S5C2-03 (2008) Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.
			M06-S5C2-04 (2008) Apply a previously used problem-solving strategy in a new context.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 6</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
			M06-S5C2-05 (2008) Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.
			M06-S5C2-06 (2008) Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.
			M06-S5C2-07 (2008) Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.
			M06-S5C2-08 (2008) Make and test conjectures based on information collected from explorations and experiments.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 7</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
M07-S1C2-09 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard).</b>	M07-S1C1-01 (2003) Express fractions as terminating or repeating decimals. MOVED to M04-S1C1-01 (2008)	M07-S1C1-01 (2008) Recognize and convert between expressions for positive and negative rational numbers, including fractions, decimals, percents, and ratios. MOVED from M06-S1C1-04.	M07-S1C3-03 (2008) Estimate square roots of numbers less than 1000 by locating them between two consecutive whole numbers.
M07-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M07-S1C1-04 (2003) Choose the appropriate signed real number to represent a contextual situation. MOVED to M05-S1C1-06 (2008) and M06-S1C1-04 (2008)	M07-S1C2-08 (2003) MOVED to M07-S1C1-04 (2008) Model and solve simple problems involving absolute value.	M07-S2C2-02 (2008) Experiment with two different events to determine whether the two events are dependent or independent of each other.
M07-S2C1-08 (2003) Compare trends in data related to the same investigation.	M07-S1C1-06 (2003) Locate integers on a number line. MOVED to M05-S1C1-03 (2008)	M07-S1C3-05 (2003) MOVED to M07-S4C4-01 (2008) Solve problems involving the circumference and area of a circle by calculating and estimating.	M07-S3C3-04 (2008) Translate between graphs and tables that represent a linear equation.
M07-S4C1-04 (2003) Distinguish between length, area, and volume, using 2- and 3-dimensional geometric figures.	M07-S1C1-08 (2003) Classify rational numbers as natural, whole, or integers. MOVED to M08-S1C1-03 (2008)	M07-S2C2-06 (2003) MOVED to M07-S5C2-08 (2008) Make and test conjectures based on information collected from explorations and experiments.	M07-S3C3-05 (2008) Create and solve two-step equations that can be solved using inverse operations with rational numbers.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 7</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M07-S2C4-01 (2003) Find the shortest circuit on a map that makes a tour of specified sites (vertex-edge graph). MOVED to M06-S2C4-01 (2008)	M07-S2C4-01 (2008) Use vertex-edge graphs and algorithmic thinking to represent and find solutions to practical problems related to Euler/Hamilton paths and circuits. MOVED from M08-S2C4-01 (2003)	M07-S3C3-06 (2008) Create and solve one-step inequalities with whole numbers.
	M07-S3C2-01 (2003) Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model). MOVED to M08-S3C2-03 (2008)	M07-S4C1-04 (2008) Describe the relationship between the number of sides in a regular polygon and the sum of its interior angles. MOVED from MHS-S4C4-08 (2003)	M07-S5C1-01 (2008) Create an algorithm to determine the area of a given composite figure.
	M07-S4C1-03 (2003) Identify the net (2-dimensional representation) that corresponds to a rectangular prism, cone, or cylinder. MOVED to M04-S4C1-07 (2008)	M07-S4C3-01 (2003) MOVED to M07-S3C2-01 (2008) Use a table of values to graph an equation or proportional relationship; describe the graph's characteristics.	M07-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.
	M07-S4C1-05 (2003) Draw polygons with appropriate labels. MOVED to M05-S4C1-01 (2008)	M07-S4C4-03 (2003) MOVED to M07-S1C3-04 (2008) Estimate the measure of an object in one system of units given the measure of that object in another system and the approximate conversion factor.	M07-S5C2-02 (2008) Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 7</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M07-S4C1-09 (2003) Model the triangle inequality theorem using manipulatives. MOVED to MHS-S4C1-09 (2008)	M07-S4C4-03 (2008) Calculate the area and perimeter of composite 2-dimensional figures. MOVED from MHS-S4C4-01 (2003)	M07-S5C2-04 (2008) Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.
	M07-S4C3-01 (2003) Graph data points in (x, y) form in any quadrant of a coordinate grid. MOVED to M06-S4C3-01 (2008)	M07-S4C4-05 (2008) Create a net to calculate the surface area of a given solid. MOVED from M08-S4C1-04 (2003)	M07-S5C2-05 (2008) Apply a previously used problem-solving strategy in a new context.
	M07-S4C3-02 (2003) State the missing coordinate of a given figure in any quadrant of a coordinate grid using geometric properties (e.g., Find the coordinates of the missing vertex of a rectangle when two adjacent sides are drawn.). MOVED to M06-S4C3-02 (2008)	M07-S5C1-01 (2003) MOVED to M07-S5C2-03 (2008) Identify relevant, missing, and extraneous information related to the solution to a problem.	M07-S5C2-06 (2008) Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.
	M07-S5C1-02 (2003) Analyze algorithms for computing with fractions. MOVED to M06-S5C1-01 (2008)		M07-S5C2-07 (2008) Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 7</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
			M07-S5C2-10 (2008) Demonstrate and explain that the process of solving equations is a deductive proof.
			M07-S5C2-11 (2008) Use manipulatives and other modeling techniques to defend $\pi$ (pi) as a ratio of circumference to diameter.

## Summary of 2008 Mathematics Standard Changes

GRADE 8			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M08-S1C2-08 (2003) Use grade-level appropriate mathematical terminology. <b>(This skill is required throughout the standard).</b>	M08-S2C1-12 (2003) Distinguish between causation and correlation. MOVED to MCWR-S2C1-07 (2008)	M08-S1C1-01 (2003) and M08-S1C1-02 (2003) MOVED to M08-S1C3-02 (2008) Estimate the location of rational and common irrational numbers on a number line.	M08-S1C2-02 (2008) Describe the effect of multiplying and dividing a rational number by <ul style="list-style-type: none"> <li>• a number less than zero,</li> <li>• a number between zero and one,</li> <li>• one, and</li> <li>• a number greater than one.</li> </ul>
M08-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M08-S2C4-01 (2003) Solve contextual problems represented by vertex-edge graphs. MOVED to M07-S2C4-01 (2008)	M08-S1C1-03 (2008) Model the relationship between the subsets of the real number system. MOVED from M07-S1C1-08 (2003)	M08-S2C1-05 (2008) Evaluate the design of an experiment.
M08-S2C1-10 (2003) Evaluate the effects of missing or incorrect data on the results of an investigation (e.g., Susie's teacher recorded a 39 instead of a 93 for her last quiz, what will happen to Susie's average?).	M08-S4C1-01 (2003) Draw a model that demonstrates basic geometric relationships such as parallelism, perpendicularity, similarity/proportionality, and congruence. MOVED to M07-S4C1-03 (2008)	M08-S1C2-06 (2003) MOVED to M08-S3C3-03 (2008) Analyze situations, simplify, and solve problems involving linear equations and inequalities using the properties of the real number system.	M08-S2C3-02 (2008) Solve counting problems and represent counting principles algebraically including factorial notation.
	M08-S4C1-02 (2003) Draw 3-dimensional figures by applying properties of each (e.g., parallelism, perpendicularity, congruency). MOVED to M07-S4C1-03 (2008)	M08-S3C2-02 (2008) Determine if a relationship represented by a graph or table is a function. MOVED from MHS-S3C2-01 (2003)	M08-S2C4-01 (2008) Use directed graphs to solve problems.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 8</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M08-S4C1-03 (2003) Recognize the 3-dimensional figure represented by a net. MOVED to M04-S4C1-07 (2008)	M08-S3C3-11 (2003) MOVED to M08-S3C3-03 (2008) Analyze situations, simplify, and solve problems involving linear equations and inequalities using the properties of the real number system. M08-S4C4-02 (2008) Solve geometric problems using ratios and proportions.	M08-S3C2-05 (2008) Demonstrate that proportional relationships are linear using equations, graphs, or tables.
	M08-S4C1-04 (2003) Represent the surface area of rectangular prisms and cylinders as the area of their net. MOVED to M07-S4C4-05 (2008)	M08-S3C3-12 (2003) MOVED to M08-S4C3-02 (2008) Use the Pythagorean Theorem to find the distance between two points in the coordinate plane.	M08-S4C1-02 (2008) Predict results of combining, subdividing, and changing shapes of plane figures and solids.
	M08-S4C1-05 (2003) Draw regular polygons with appropriate labels. MOVED to M05-S4C1-01 (2008)	M08-S4C3-01 (2003) MOVED to M08-S3C3-04 (2008) Translate between different representations of linear equations using symbols, graphs, tables, or written descriptions.	M08-S4C1-04 (2008) Use the Pythagorean Theorem to solve problems.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 8</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M08-S4C1-06 (2003) Identify the properties of angles created by a transversal intersecting two parallel lines (e.g., corresponding angles are congruent). MOVED to M07-S4C1-02 (2008)	M08-S4C2-02 (2008) Describe the transformations that create a given tessellation. MOVED from M04-S4C2-02 (2003), M05-S4C2-02 (2003), and M06-S4C2-02 (2003)	M08-S4C2-03 (2008) Identify lines of symmetry in plane figures or classify types of symmetries of 2-dimensional figures.
	M08-S4C1-09 (2003) Determine whether three given lengths can form a triangle. MOVED to M08-S4C1-09 (2008)	M08-S5C1-01 (2003) MOVED to M08-S3C4-01 (2008) Solve problems involving simple rates. M08-S5C2-08 (2008) Describe when to use proportional reasoning to solve a problem.	M08-S4C4-01 (2008) Solve problems involving conversions within the same measurement system.
	M08-S4C2-01 (2003) Identify the planar geometric figure that is the result of a given rigid transformation. MOVED to M06-S4C2-01 (2008)		M08-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.
	M08-S4C4-01 (2003) Solve problems for the area of a trapezoid. MOVED to M06-S4C4-05 (2008)		M08-S5C2-02 (2008) Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 8</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	M08-S4C4-05 (2003) Find the measure of a missing interior angle in a triangle or quadrilateral. MOVED to MHS-S4C1-06 (2008)		M08-S5C2-03 (2008) Identify relevant, missing, and extraneous information related to the solution to a problem.
	M08-S5C1-02 (2003) Analyze algorithms. MOVED to M06-S5C1-01 (2008)		M08-S5C2-04 (2008) Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.
			M08-S5C2-05 (2008) Apply a previously used problem-solving strategy in a new context.
			M08-S5C2-06 (2008) Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.
			M08-S5C2-07 (2008) Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.

## Summary of 2008 Mathematics Standard Changes

<b>GRADE 8</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
			M08-S5C2-09 (2008) Make and test conjectures based on information collected from explorations and experiments.
			M08-S5C2-12 (2008) Make, validate, and justify conclusions and generalizations about linear relationships.

## Summary of 2008 Mathematics Standard Changes

HIGH SCHOOL (GRADES 9-10)			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
MHS-S1C2-05 (2003) Use grade level-appropriate mathematical terminology. <b>(This skill is required throughout the standard).</b>	MHS-S1C3-01 (2003) Solve grade-level appropriate problems using estimation. MOVED to M08-S1C3-01 (2008)	MHS-S1C1-02 (2003) MOVED to MHS-S1C2-02 (2008) Summarize the properties of and connections between real number operations; justify manipulations of expressions using the properties of real number operations.	MHS-S1C1-03 (2008) Express that the distance between two numbers is the absolute value of their difference.
MHS-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	MHS-S2C1-12 (2003) Recognize and explain the impact of interpreting data (making inferences or drawing conclusions) from a biased sample. MOVED to MCWR-S2C1-04 (2008)	MHS-S1C2-04 (2003) MOVED to MHS-S3C1-03 (2008) Create sequences using explicit and recursive formulas involving both subscripts and function notation.	MHS-S1C3-03 (2008) Determine when an estimate is more appropriate than an exact answer.
MHS-S2C1-16 (2003) Identify differences between sampling and census.	MHS-S2C1-13 (2003) Draw a line of best fit for a scatter plot. MOVED to MCWR-S2C1-08 (2008)	MHS-S3C2-09 (2003) MOVED to MHS-S3C3-04 (2008) Determine from two linear equations whether the lines are parallel, perpendicular, coincident, or intersecting but not perpendicular.	MHS-S2C1-08 (2008) Design simple experiments or investigations and collect data to answer questions.
MHS-S4C4-08 (2003) Find the sum of the interior and exterior angles of a polygon. <b>(exterior angles were removed)</b>	MHS-S2C1-17 (2003) Identify differences between biased and unbiased samples. MOVED to M08-S2C1-04 (2008)	MHS-S3C3-01 (2003) MOVED to MHS-S3C2-03 (2008) Use function notation; evaluate a function at a specified value in its domain.	MHS-S2C2-04 (2008) Explain and use the law of large numbers (that experimental results tend to approach theoretical probabilities after a large number of trials).

## Summary of 2008 Mathematics Standard Changes

<b>HIGH SCHOOL (GRADES 9-10)</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
	MHS-S4C1-13 (2003) Construct a triangle congruent to a given triangle. MOVED to M05-S4C1-01 (2008)	MHS-S3C3-07 (2003) MOVED to MHS-S3C2-04 (2008) Use equations, graphs, tables, descriptions, or sets of ordered pairs to express a relationship between two variables.	MHS-S2C3-01 (2008) Apply the addition and multiplication principles of counting, representing these principles algebraically using factorial notation.
	MHS-S4C4-01 (2003) Calculate the area of geometric shapes composed of two or more geometric figures. MOVED to M07-S4C4-03 (2008)	MHS-S3C3-12 (2003) MOVED to MHS-S3C2-05 (2008) Recognize and solve problems that can be modeled using a system of two equations in two variables.	MHS-S2C4-01 (2008) Solve network problems using graphs and matrices.
	MHS-S4C4-08 (2003) Find the sum of the interior and exterior angles of a polygon. MOVED to M07-S4C1-04 (2008) <b>(interior angles only)</b>	MHS-S3C3-14 (2003) MOVED to MHS-S1C2-03 (2008) Calculate powers and roots of rational and irrational numbers.	MHS-S3C3-10 (2008) Add, subtract, and multiply polynomial and rational expressions.
		MHS-S3C3-17 (2003) MOVED to MHS-S3C2-06 (2008) Recognize and solve problems that can be modeled using a quadratic function.	MHS-S3C3-12 (2008) Factor quadratic polynomials in the form of $ax^2 + bx + c$ where $a$ , $b$ , and $c$ are integers.
		MHS-S3C3-18 (2003) MOVED to MHS-S4C1-11 (2008) Solve problems using the sine, cosine, and tangent ratios of the acute angles of a right triangle.	MHS-S3C3-14 (2008) Factor higher order polynomials.

## Summary of 2008 Mathematics Standard Changes

<b>HIGH SCHOOL (GRADES 9-10)</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
		MHS-S3C4-02 (2003) MOVED to MHS-S3C3-02 (2008) Solve formulas for specified variables.	MHS-S3C4-02 (2008) Solve problems involving rate of change.
		MHS-S5C2-07 (2003) and MHS-S5C2-08 (2003) MOVED to MHS-S4C1-03 (2008) Create and analyze inductive and deductive arguments concerning geometric ideas and relationships.	MHS-S3C4-03 (2008) Solve interest problems.
		MHS-S5C2-14 (2003) MOVED to MHS-S4C3-04 (2008) Verify characteristics of a given geometric figure using coordinate formulas for distance, midpoint, and slope to confirm parallelism, perpendicularity, and congruence.	MHS-S4C1-04 (2008) Apply properties, theorems, and constructions about parallel lines, perpendicular lines, and angles to prove theorems.
			MHS-S4C1-05 (2008) Explore Euclid's five postulates in the plane and their limitations.
			MHS-S4C3-02 (2008) Illustrate the connection between the distance formula and the Pythagorean Theorem.
			MHS-S4C4-01 (2008) Use dimensional analysis to keep track of units of measure when converting.

## Summary of 2008 Mathematics Standard Changes

<b>HIGH SCHOOL (GRADES 9-10)</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
			MHS-S5C2-01 (2008) Analyze a problem situation, determine the question(s) to be answered, organize given information, determine how to represent the problem, and identify implicit and explicit assumptions that have been made.
			MHS-S5C2-02 (2008) Solve problems by formulating one or more strategies, applying the strategies, verifying the solution(s), and communicating the reasoning used to obtain the solution(s).
			MHS-S5C2-04 (2008) Generalize a solution strategy for a single problem to a class of related problems; explain the role of generalizations in inductive and deductive reasoning.
			MHS-S5C2-07 (2008) Find structural similarities within different algebraic expressions and geometric figures.

## Summary of 2008 Mathematics Standard Changes

<b>HIGH SCHOOL (GRADES 9-10)</b>			
<b>Removed POs</b>	<b>POs Moved to a Different Grade Level</b>	<b>POs Moved within the Grade Level or from another Grade Level</b>	<b>New POs</b>
			MHS-S5C2-13 (2008) Identify and explain the roles played by definitions, postulates, propositions and theorems in the logical structure of mathematics, including Euclidean geometry.