

Grade Level/Course	Revised TN Math Standard	Recommendation	Rationale
Grade 3	<p><b>3.MD.A.2:</b> Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks. <i>For example, a large paper clip is about one gram, so a box of about 100 large clips is about 100 grams. <b>Therefore, ten boxes would be about 1 kilogram.</b></i></p>	Remove “ <b>Therefore, ten boxes would be about 1 kilogram.</b> ”	This standard does not call for conversion of measurement but the example given is an example of a conversion which is not a grade-level standard.
Grade 4	<p><b>Introduction:</b> Students know the relative sizes of measurement units within one system of units <b>and are able to convert within the single system of measurement.</b></p>	Remove “ <b>and are able to convert within the single system of measurement.</b> ”	Academic standard for converting within a single measurement system has been moved to grade 5.
Algebra I	<p><b>Introduction:</b> This course also introduces students to polynomial, <b>rational</b> and exponential functions with domains in the integers.</p>	Remove “ <b>rational functions</b> ” from this list in the introduction.	The standards do not introduce rational functions until Algebra II and should be removed from the introduction in Algebra I
Algebra I	<p><b>A1.A.REI.B.3</b> Solve quadratic equations and <b>inequalities</b> in one variable.</p>	Remove “ <b>inequalities</b> ” from this standard.	A1.A.REI.B.3a and A1.A.REI.B.3b only address quadratic equations. Therefore, <b>inequalities</b> should be removed from the heading of this standard.
Algebra I	<p><b>A1.A.SSE.B.3b</b> Complete the square in a quadratic expression in the form <math>Ax^2 + Bx + C</math> <b>where <math>A = 1</math></b> to reveal the maximum or minimum value of the function it defines.</p>	Delete <b>where <math>A = 1</math></b>	This is a contradictory statement. In order for a quadratic equation to have a maximum value $A$ must be negative. It is also

			contradictory with another Alg. I standard where the value of A is not limited. This edit provides consistency within the standards.
<b>Algebra I</b>	<b>F.LE.B.4 (coding)</b>	Add "A1" to the coding to read as " <b>A1.F.LE.B.4</b> ".	The standard does not reflect the revised coding. The revised coding is "A1.F.LE.B.4"
<b>Integrated Math I</b>	<b>M1.F.IF.C.6a</b> Graph functions expressed symbolically and show key features of the graph, by hand and using technology. <b>a.</b> Graph linear and <b>quadratic functions</b> and show intercepts, maxima, and minima.	Remove " <b>quadratic functions</b> ". The statement should say " <b>Graph linear functions and show their intercepts.</b> "	<b>Quadratic functions</b> are not addressed in the integrated pathway until Integrated Math II. The scope and clarification states this standard is limited to linear functions.
<b>Integrated Math I</b>	<b>M1.F.BF.A1a</b> Write a function that describes a relationship between two quantities.★ <b>a.</b> Determine an explicit expression, a recursive process, or steps for calculation from a context.	This standard is color coded as a major work of the grade standard. Remove color coding to reflect supporting work of the grade standard.	Standards in the traditional pathway and integrated pathways should be classified in the same category and this standard is listed as a supporting work of the grade standard in Algebra I. This standard without a limitation of the integers also appears in Algebra II and Integrated II where both are then listed as major work of the grade standards.

<p><b>Integrated Math II</b></p>	<p><b>IM2.A.SSE.B.3b</b> Complete the square in a quadratic expression in the form <math>Ax^2 + Bx + C</math> <b>where <math>A = 1</math></b> to reveal the maximum or minimum value of the function it defines.</p>	<p>Delete <b>where <math>A=1</math></b>.</p>	<p>This is a contradictory statement. In order for a quadratic equation to have a maximum value <math>A</math> must be negative. It is also contradictory with another IM II standard where the value of <math>A</math> is not limited. This edit provides consistency within the standards.</p>
<p><b>Integrated Math III</b></p>	<p><b>M3.S.IC.A.1</b> Understand statistics as a process for making inferences about population parameters based on a random sample from that population. -AND- <b>M3.S.IC.A.2</b> Decide if a specified model is consistent with results from a given data generating process (e.g., using simulation).</p>	<p>Delete these two standards and recode the remaining standards with a domain of “<math>A</math>” and renumber them as 1 and 2 for consistency with the other standards.</p>	<p>Students should exit the traditional and integrated pathways with the same cumulative set of standards. These two standards do not currently exist in the traditional pathway thus they need to be removed from the integrated pathway as well. They were moved to the 4<sup>th</sup> yr math courses.</p>
<p><b>Integrated Math III</b></p>	<p><b>M3.F.TF.B.3</b> Use trigonometric identities to find values of trig functions.</p>	<p>Insert the language of <b>know and use trigonometric identities</b>.</p>	<p>The comparable standard in the traditional pathway uses the language <b>know and use</b>. Both pathways should reflect the same language. Educators interpret the absence of “know” in regards to formulas</p>

			to mean they will be provided for students on assessment.
<b>Integrated Math III</b>	<b>M3.G.C.B.4</b> Find the area of a sector of a circle in a real-world context.	Insert the language of <b>know the formula and find the area of a sector.</b>	The comparable standard in the traditional pathway uses the language <b>know the formula and find.</b> Both pathways should reflect the same language.
<b>EOC courses</b>	Remove “ <b>Know</b> ” from standards.	Remove “ <b>Know</b> ” from: <b>A2.F.BF.A.2</b> <b>A2.A.SSE.B.3</b> <b>M3.A.SSE.B.3</b>	These standards should not state to “Know” as these are formulas students simply need to know how to use.
<b>Algebra I</b>	<b>A1.A.REI.A.1</b>	Remove piecewise and exponential equations from the scope and clarifications.	Solving exponential exceeds the bounds of Algebra I.  You do not solve piecewise functions by justifying each step. Having this function type here is mathematically incorrect.
<b>Algebra I</b>	<b>A1.A.CED.A.4</b>	Remove piecewise and exponential equations from the scope and clarifications.	Solving exponential exceeds the bounds of Algebra I.  You do not solve piecewise functions by justifying each step. Having this function type here is mathematically incorrect.
<b>Integrated Math 2 (M2)</b>	<b>M2.A.CED.A.3</b>	Remove piecewise and from the scope and clarifications.	You do not solve piecewise functions by justifying each

			step. Having this function type here is mathematically incorrect.
<b>Integrated Math 2 (M2)</b>	<b>M2.A.REI.A.1</b>	Remove piecewise and exponential equations from the scope and clarifications.	Solving exponential exceeds the bounds of Algebra I.  You do not solve piecewise functions by justifying each step. Having this function type here is mathematically incorrect.
<b>8<sup>th</sup> Grade</b>	<b>8.G.B.5</b> Word the standard as “ <b>Know and</b> apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Include “know and” at the beginning of the standard.	There is another standard (8.G.B.4) that requires students to explain a proof of the Pythagorean Theorem. This cannot be accomplished without first knowing the formula. Thus, this is a formula that ultimately students have to know. This revision of the standard clarifies this for teachers. Ultimately, if students are explaining and applying any mathematics formula they need to know it.
<b>Pre-Calculus</b>	<b>F.BF.A.5 (coding)</b>	Add “P” to the beginning of the standard. “P.BF.B.5”	The standard does not reflect the revised coding.